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ABSTRACT

This document presents the National Center for Higher Education Management Systems' (NCHEMS) faculty activity survey instrument and discusses the procedural questions involved in conducting an activity survey. Recommended procedures are given where appropriate. Some of the concerns confronting an institution that is initiating an activity survey are identified and discussed, such as: When the survey should be conducted? Should the institution sample faculty or conduct a census? What should be the survey time period? What are the alternative methods of administering the survey? and What is the effect of each of these in the resulting data? Some of the larger issues surrounding a faculty activity analysis are discussed. These include (1) the question of the accuracy and consistency of faculty activity information; (2) the effect that altering the survey instrument has upon the resulting data; and (3) the general question of faculty acceptance of an activity survey. (Author)

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FACULTY ACTIVITY ANALYSIS: PROCEDURES MANUAL

Technical Report 44

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TECHNICAL REPORT 44

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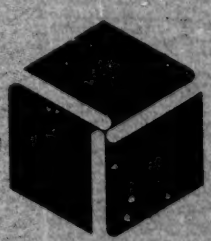

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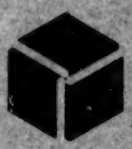

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- provide improved information to higher education administration at all levels.
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FACULTY ACTIVITY ANALYSIS:

PROCEDURES MANUAL

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FACULTY ACTIVITY ANALYSIS:

PROCEDURES MANUAL

Technical Report No. 44

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1973

This study is part of a program supported by the National Institute of Education.

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ABSTRACT

The Faculty Activity Analysis: Procedures Manual presents the National Center for Higher Education Management Systems' (NCHEMS) faculty activity survey instrument and discusses the procedural questions involved in conducting an activity survey. Recommended procedures are given where appropriate. Some of the concerns confronting an institution that is initiating an activity survey are identified and discussed, such as: when the survey should be conducted, should the institution sample faculty or conduct a census, what should be the survey time period, what are the alternative methods of administering the survey, and what is the effect of each of these in the resulting data.

Some of the larger issues surrounding a faculty activity analysis are discussed. These include (1) the question of the accuracy and consistency of faculty activity information, (2) the effect that altering the survey instrument has upon the resulting data, and (3) the general question of faculty acceptance of an activity survey.

WARRANTY

The Faculty Activity Analysis: Procedures Manual has been developed by the Faculty Activity Analysis (FAA) Task Force and the FAA pilot test institutions in conjunction with Charles Manning and Leonard Romney of the NCHEMS staff. Several consultants were also involved in the project prior to the formation of the task force.

This manual represents one of three publications that are being developed over a two-year period by the Faculty Activity Analysis project.

The procedures manual is intended to aid institutions in conducting a faculty activity analysis which can be used for internal management purposes as well as in support of the Cost-Finding Principles (CFP) and Information Exchange Procedures (IEP) projects. This manual does not present specific costing procedures but rather displays a management tool that could be used to support a wide variety of different procedures. Specific costing procedures that utilize faculty activity information will be defined by the CFP and IEP projects.

The manual makes recommendations about the design of a survey instrument and the procedures for conducting a faculty activity survey. These recommendations should not be considered as standards; they are guidelines for institutions and should be adapted to the particular needs of an institution. The users are also cautioned that using the recommended procedure does not insure comparability of the resulting data among institutions.

This document has been reviewed and approved for publication by the staff and Technical Council of the National Center for Higher Education Management Systems at WICHE. This publication does not necessarily reflect official positions or policies of the National Institute of Education, NCHEMS, or WICHE.

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SECTION I

INTRODUCTION

A. General

Institutions of higher education have widely differing missions; they employ different techniques to accomplish these missions, and they are organized and guided to impact upon widely differing constituents. Some concentrate solely on expanding the capabilities of their students, others are primarily research oriented; some adhere to a traditional lecture and laboratory pedagogy, others employ a variety of media or extra-campus activity; some serve only formally matriculated students, others mingle in public affairs or act as repositories for new ideas and developments for industry.

Though the variety of missions, activities, and constituencies that characterize the academic community is immense, each individual institution relies to a great extent on its faculty to motivate students, transfer knowledge, and/or perform research. It is upon the collective shoulders of each institution's faculty that the primary burdens of instruction, research, and public service fall. Because faculty have such an important role in higher education institutions, it is vital that an institution understand the allocation of faculty time to different institutional programs.

This allocation has far-reaching implications on the institution's ability to perform its designated missions.

B. Purpose of a Faculty Activity Analysis

The NCHEMS Faculty Activity Analysis (FAA) survey instrument, instructions, definitions, and procedures were developed by members of the FAA Task Force, NCHEMS' staff, selected consultants, and representatives of the institutions where the instrument and associated procedures were pilot tested.

Originally, the FAA Task Force was asked to develop and test an instrument and the procedures for collecting faculty activity data for use in costing. The faculty activity information was to be used as a basis for distributing faculty compensation to appropriate elements of a standard cost center structure. The original intent was for the FAA project to support the Cost Finding Principles (CFP) project and, subsequently, the Information Exchange Procedures (IEP) project.

As the task force members collectively considered their charge, they agreed they should attempt to develop an instrument that not only would meet requirements for program costing but also would be useful in the context of a number of other important management functions. The position of the task force is that data pertaining to faculty activities, though useful and important for program-costing purposes, have equal utility for long-range planning, budgeting, and program review and evaluation purposes.

The four general purposes of a faculty activity analysis are outlined below:

1. Costing: Faculty compensation can be distributed to institutional programs in accordance with the time faculty spend working in each program.

2. Planning and Management: An institution can study the impact of alternative assumptions such as higher teaching loads or decreased research funding on faculty activity patterns.

3. Institutional Research Studies: The faculty activity information provides a data base for further studies on what faculty do and how their activities influence the outcomes of an institution's programs.

4. External Reporting: A faculty activity survey is a source of information for reporting faculty workloads and faculty information to various funding sources.

C. NCHEMS' Faculty Activity Analysis Project and Publications

The Faculty Activity Analysis project has been guided by a task force composed of faculty and administrative representatives. The task force reviewed the work that institutions had done in the area of faculty activity and developed a survey instrument and a set of procedures that attempted to incorporate the better features of other surveys. NCHEMS' effort is not intended to be a final statement on how to conduct a faculty activity survey, but rather should serve as a starting point for continuing work.

NCHEMS' efforts in the area of faculty activity analysis have been documented in the following publications:

Faculty Activity Analysis: Overview and Major Issues (Technical Report 24, published in December 1971)--discusses the principal problems and concerns in conducting a faculty activity analysis and reviews the work done in the field.

Faculty Activity Analysis: Procedures Manual (this document)--discusses the survey instrument used in collecting faculty activity data and the procedures used in conducting a survey.

Faculty Activity Analysis: Interpretation and Uses of Data (to be published in the fall of 1973)--discusses how faculty activity data can be organized and analyzed to provide meaningful management information.

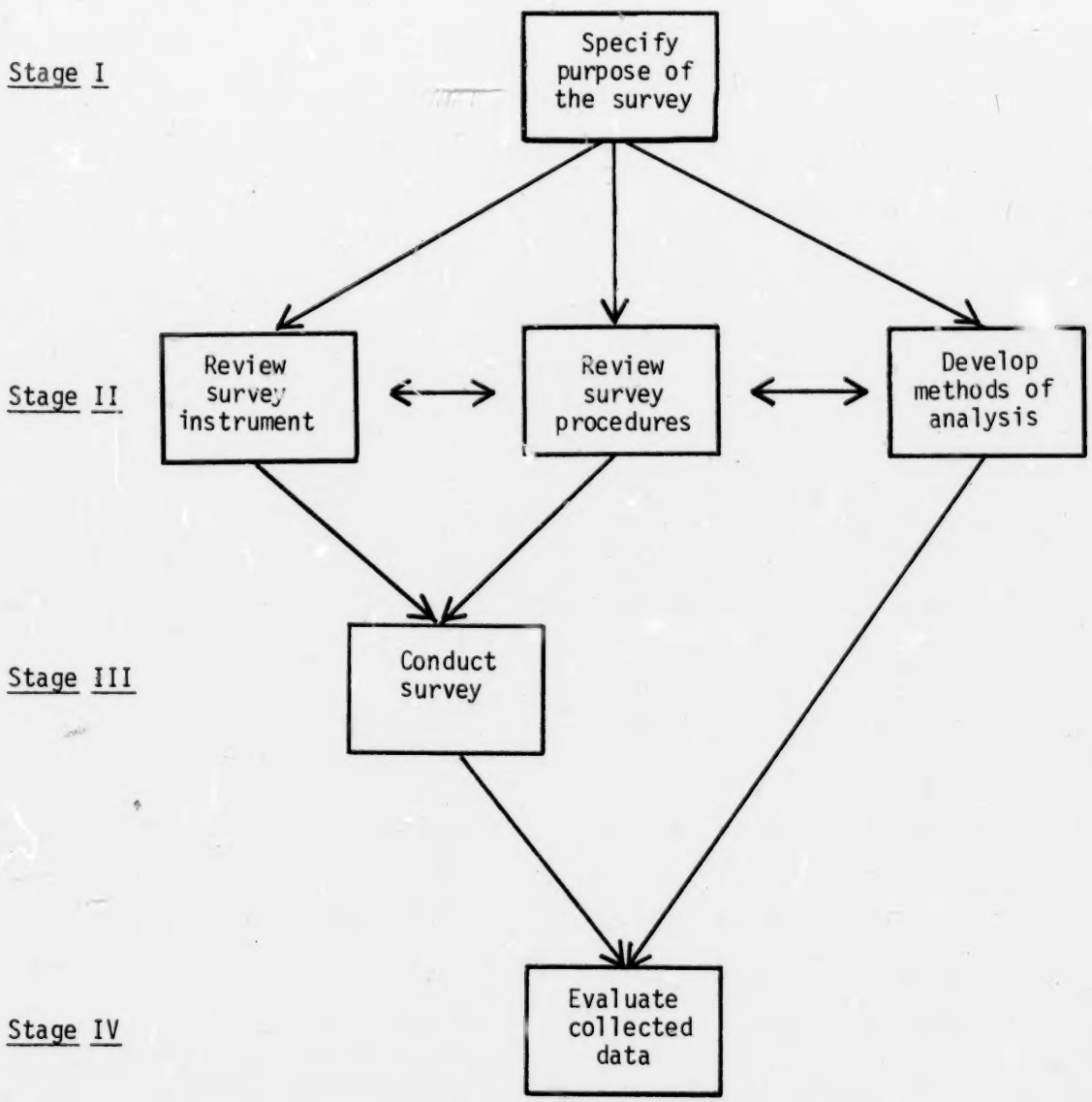
FAA Software (to be distributed early in 1974)--provides a mechanism for assisting in the analysis of faculty activity data.

The implementation of a faculty activity analysis involves four stages as displayed in Figure 1. An institution planning to perform an analysis of faculty activity will need to resolve institutional concerns at each stage and develop a faculty activity analysis implementation plan appropriate to its own institutional setting.

The application of FAA documents, Figure 2, gives an NCHEMS' FAA publication reference for each stage of implementation of a faculty activity analysis. As an institution develops its own implementation plan for analysis of faculty activity, it can consult these publications as needed. The documents are most helpful in stages II and IV. The implementation activities of stages I and III are highly dependent on the purposes of the analysis, the institutional setting, the role of faculty in the institution, and other factors. For this reason, while general considerations are outlined in the NCHEMS reference cited, no specific recommendations for these stages are given.

FIGURE 1

IMPLEMENTATION OF A FACULTY ACTIVITY ANALYSIS



Each of the stages of the implementation process involves a great number of institutional decisions. The four supporting documentation manuals provide general guidelines and pose alternative procedures; they present examples but cannot answer all institutional concerns.

One significant contribution of these manuals is the organization and identification of institutional concerns. With the NCHEMS references, decision makers can better anticipate what is involved in a faculty activity analysis.

FIGURE 2

THE APPLICATION OF FAA DOCUMENTS

IMPLEMENTATION STAGE	REFERENCE
Stage I	
Specifying purpose of the survey	FAA: Overview and Major Issues
Stage II	
Review survey instruments	FAA: Procedures Manual
Review survey procedures	FAA: Procedures Manual
Develop methods of analysis	FAA: Interpretation and Uses of Data (to be completed in the fall of 1973)
	FAA Software Documentation
Stage III	
Conduct survey	No standard methodology is given but some considerations are discussed in the procedures manual
Stage IV	
Evaluate the collected data	FAA: Interpretation and Uses of Data

This manual was reviewed and approved by the Faculty Activity Analysis Task Force, the NCHEMS staff, and the Technical Council; it has been sent to all NCHEMS participating institutions and agencies. It is being released as an implementation manual and no further revisions are planned at this time.

SECTION II

THE SURVEY INSTRUMENT

A. Overview of the Form

NCHEMS' FAA form (see Appendix A) serves to collect information about the time faculty devoted to various activities, the perceived outcomes of these activities, and the budgetary accounts that support each activity. To serve this function requires that the form have certain characteristics. The following discussion outlines several of these characteristics and further elaborates on the capabilities of the form.

1. The categories of activities have been designed to cover the so-called "full professional life" of the faculty member who is completing the form. The categories are intended to be descriptive and inclusive of everything that faculty do in a professional vein, from formal instruction through research and including consulting activities. Note that this characteristic does not imply that all of the time devoted to this full range of activities will constitute the basis for costing institutional programs. A technique has been built into the instrument that allows certain activities and the time devoted to them to be excluded from the costing base (see Section II E, Fiscal Reference

Column and Block). The specific activity categories are defined and described on pages 14 through 31 of this manual.

2. Time devoted to each of the several categories of activities is requested in terms of "average hours per week" during each period (academic term, academic year, fiscal year). This is discussed in more detail on pages 32 through 34.

3. The survey instrument, when implemented in its complete form, includes the capability for the "respondees" to indicate how they think their activities relate to general institutional outcomes or objectives. Three rather broad aggregations of outcomes and a combination thereof are included on the form. These are:

--student growth and development
--development of new knowledge and art forms
--community service and development
--inseparable combinations (of the above).

These outcome categories have been included to (1) allow the faculty member responding to indicate that his/her activities impact on multiple institutional outcomes (admittedly broad), (2) allow institutions to investigate the "joint product"

issue in more detail, and (3) to initiate a first step into the area of process/outcome analysis. These outcome categories are explained in more detail on pages 35 through 37.

4. The "special fiscal reference block and column" are techniques built into the form that permit department chairmen or other appropriate receivers of the completed survey instrument to record financial information (account numbers, compensation, full-time equivalency) for the individual's appointment and then link this information to the activities that are engaged in. Moreover, the capability has also been included to allow the receiver to make distinctions between those activities that are considered to be reimbursable or paid for by the institution and those that are not. It is this capability that permits the use of activity categories describing the "full professional life" to be used on a form that is intended to support program costing activities at the institution. See pages 38 through 47 for a more detailed explanation and definition of the codes recommended in the special fiscal reference block and column.

5. The survey instrument and associated instructions avail the user of multiple levels of detail and emphasis. For example, with regard to emphasis, although the form is designed and written in terms of activity analysis (time devoted to activities), it

can be used (with only minor modifications) as a form for recording faculty assignments.

With regard to level of detail, the categories of activities on the instrument can be used without further delineation and, when used for costing programs, can be related to (and "crossed over") in a conventional manner to elements of the standard cost center structure being used in other NCHEMS projects. See the FAA: Interpretation and Uses of Data for further explanation of this characteristic.

6. By way of a general comment, the reader should note that the survey instrument should be regarded as a prototype, capable of substantial modification to meet unique institutional requirements. Note also, however, that the FAA procedures are designed to support the costing aspects of the Information Exchange Procedures project. Thus, institutions participating in NCHEMS-designed information exchanges ought not to modify the FAA activity categories, definitions, or procedures of the instrument to such an extent that they are no longer compatible with the original FAA package.

B. Activity Categories

In developing NCHEMS' Faculty Activity Analysis survey instrument, the task force reviewed instruments developed at different institutions and found a great similarity among sets of activity categories on different instruments. This is not surprising because the range of faculty activities is similar in most institutions. Similarly, there is a striking resemblance between activity categories on the NCHEMS form and those developed for other institutions.

In developing the activity categories of the survey instrument, efforts were made to keep the categories (1) general enough to fit many types of institutions, (2) extensive enough to enable faculty to easily list all their professional activities, and yet (3) not so extensive that it becomes cumbersome for faculty to complete. Other survey instruments have used very constrained activity lists (i.e., instruction, research, and institutional support) or have made use of look-up tables where a great many types of activities are listed. NCHEMS' instrument makes use of both of these features by using a relatively constrained set of activity categories but listing examples of many types of activities that would fall into each of the categories. Some faculty response to these categories can be found in Appendix B.

The remaining pages of Section II, Part B, describe each of the activity categories, explain what additional data are requested, and give some specific examples of the types of activities that should be included in each category.

1. A.1, Scheduled Teaching

FIGURE 3

ACTIVITY CATEGORY: A.1, SCHEDULED TEACHING

SECTION A: TEACHING ACTIVITIES																
A.1 SCHEDULED TEACHING										(j) AVERAGE HOURS PER WEEK	PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES				
			(d) SECTION		(e)	(f)	(g) + (h) + (i) = (j)				(k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ART FORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COMBINATION OF (k) + (l) + (m) %	(o)
(a) HEGIS Do not write in this column	(b) DEPT. UNIT	(c) COURSE & SECTION #	Enrollment	Code R if Remedial E if Extension	CREDIT HOURS	METHOD OF INSTRUCTION	(g) FORMAL CONTACT HOURS	(h) OTHER CONTACT HOURS	(i) PREPARATION & ADMINISTRATION						FISCAL REFERENCE DOCUMENT IN THIS COLUMN
					SUBTOTAL										

Tear Here

The scheduled teaching category is used to record all faculty activity that is directly related to courses. These courses may be degree or non-degree related, credit or non-credit, day or evening, part of the regularly assigned teaching, or overload teaching for night school.

For each course taught, certain additional information (columns [a] through [g]) is also helpful in characterizing the type of activity. This information can be directly requested of faculty or pre-printed on the data collection form prior to the distribution to the faculty. Pre-printing columns (a) through (g) makes the completion of the survey instrument easier for the faculty and insures internal data consistency for the institution. If the information is not pre-printed, the enrollments, credit hours, and contact hours will in some cases be inconsistent with institutional records. This may be due to the faculty member's misinterpretation of the requested information, inaccurate records of the institution, or because the institutional records reflect the classroom situation at a different point in time than when the faculty activity survey was conducted.

The following paragraphs define the elements of information requested in columns (a) through (i).

a. HEGIS: This column can be used to assign Higher Education General Information (HEGIS) discipline codes to each of the courses. This column is necessary only if an institution wishes to computer-assign Program Classification Structure (PCS) codes to each of the reported activities. (The FAA: Interpretation and Uses of Data will discuss how PCS codes are assigned.)

b. Department/Unit: This column is used to record the institutional name or number that distinguishes the department or unit in which the course is taught.

c. Course and Section Number: This column is used to record the institutionally assigned course and section number; a separate line is used for each section taught. If the institution distinguishes between course levels, the level code must be part of the course or section number or be included as a separate code in this column.

d. Section: These columns include the headcount enrollment of the section and a code designation: remedial (considered by the institution to be below college level), or extension (principally directed toward non-matriculated students). The remedial and extension designations are included for the institution's benefit to insure that there is a mechanism for distinguishing remedial and extension courses. This

distinction is necessary if an institution wishes to assign NCHEMS' Program Classification Structure (PCS) codes to courses (see the FAA: Interpretation and Uses of Data for PCS coding conventions). If the institution has another mechanism for distinguishing these courses, or if it chooses not to assign PCS codes to courses, then this column is unnecessary.

e. Credit Hours: This column is used to enter the credit hours received by the student for successfully completing the course. The completion of this column is relatively easy except for courses that offer variable credit and for courses that are taught jointly.

The method of completing this column in these two situations is dependent on how the institution wishes to use the resulting data. If the data are used to determine the credit hours generated by faculty, the credit hours recorded in this block must reflect partial credit for jointly-taught courses and average credit for variable-taught courses. The FAA Task Force does not believe that faculty should be asked to make these adjustments. If the data from the faculty activity survey is used in this way, this information should be pre-printed on the data collection form prior to distribution to faculty, and the instructions in the survey instrument must be modified to explain the adjustments.

f. Method of Instruction: This column is used to enter a code designating the method of instruction. The suggested list of instruction methods appears below. Modifications to this list are recommended if these methods are not consistent with the methods in use at the institution. The faculty member who is completing the instrument should be encouraged to enter all methods of instruction used in the course, but those methods that are used more often should be listed first. The ordering of the methods allows the institution to more easily characterize the courses when the data is analyzed.

METHOD OF INSTRUCTION

Code	Method	Definition
A	Lecture	Formal presentation--primarily one-way communication
B	Laboratory	Instructing, preparing, and supervising student investigations
C	Recitation/ Discussion	Two-way communication of course materials
D	Seminar	Students carry the major responsibility for preparation
E	Independent Study	Students work independently with only minimal faculty direction
F	Tutorial	Students work one-to-one with the instructor
G	Programmed Instruction	Course contents presented through programmed materials

g. Formal Contact Hours: This column is used to enter the number of formally scheduled faculty contact hours per week for each course. Faculty who share the responsibility for a course should enter the average formal contact hours per week in the term that they spend with the class. If they attend all scheduled classes and the class meets three hours per week they should enter "3." If they attend only half the classes they should enter "1.5."

h. Other Contact Hours: This column is used to enter the average hours per week of unscheduled faculty contact with students in each course. This would include time spent with students before and after class and the office hours spent in helping students with course-related material. This column should not reflect time spent in category C.1, Career Counseling, or A.3, Academic Program Advising.

i. Preparation and Administration Time: This column is used to enter the average hours per week spent in grading papers, preparing lectures, evaluating students, arranging for guest lectures, and setting up and preparing audio-visual materials for current courses. The time should be reported as average hours per week. The time spent in preparing for future

courses is not included here but rather in category A.4, Course and Curriculum Research and Development.

2. A.2, Unscheduled Teaching

This category includes those teaching activities that are not associated with specific courses (see Figure 4). For example:

--guest lecturing for another faculty member
--thesis advising
--discussions with colleagues about teaching
--thesis committee participation
--giving colloquia within the institution.

Where possible, the levels of the students receiving this instruction should be indicated in column (p). The following is a suggested list of levels and codes. If these are not appropriate in a particular institution, a more appropriate list should be substituted.

A Preparatory

B Lower Division (Freshman, Sophomore)

C Upper Division (Junior, Senior)

D Undergraduate (Freshman - Senior)

E Upper Division and Graduate

F Graduate - Professional (Students)

G Other

In the activity description column (q) the faculty member briefly describes the type of activity. This description is very useful to the department or unit administrator when reviewing the faculty's activities (see Section II E).

FIGURE 4

ACTIVITY CATEGORIES: A.2, UNSCHEDULED TEACHING; A.3, ACADEMIC PROGRAM ADVISING; AND A.4, COURSE AND CURRICULUM RESEARCH AND DEVELOPMENT

	(p) LEVEL	(q) ACTIVITY DESCRIPTION						
A.2 UNSCHEDULED TEACHING								
A.3 ACADEMIC PROGRAM ADVISING								
A.4 COURSE AND CURRICULUM RES. & DEVELOP.								
		SUBTOTAL						

3. A.3, Academic Program Advising

This category includes helping or advising students concerning:

--what courses to take
--course requirements for a particular program
--scheduling the necessary courses
--program standards.

This category does not include personal or career guidance; these activities are included in C.1, Student-oriented Service. The level and activity description columns are used as described in category A.2, Unscheduled Teaching Activities.

4. A.4, Course and Curriculum Research and Development

This category is used to record the time spent in planning future courses and designing future curriculum requirements. The following activities should be included:

--planning future courses
--revising old and designing new instructional material
--selecting texts
--evaluating courses in order to improve them

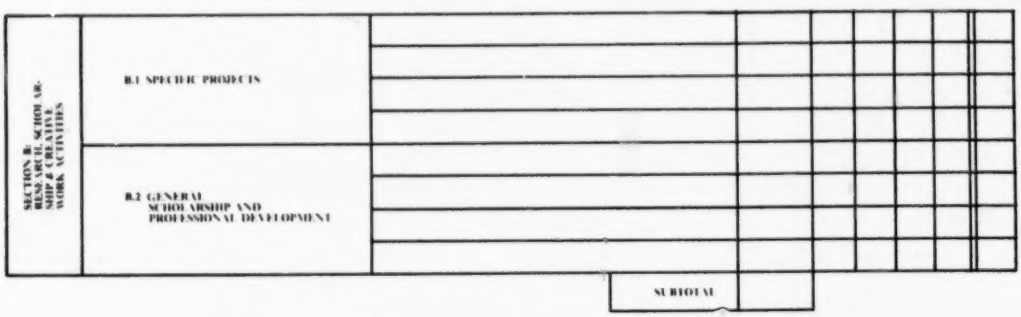
--planning summer or inter-session programs

--developing new curriculum requirements.

The level and activity description columns are used as described in category A.2.

FIGURE 5

ACTIVITY CATEGORIES INCLUDED IN
B.1, RESEARCH SCHOLARSHIP; AND B.2, CREATIVE WORK ACTIVITIES


SECTION B: RESEARCH, SCHOLARSHIP, & CREATIVE WORK ACTIVITIES
B.1 SPECIFIC PROJECTS
B.2 GENERAL SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT
SUBTOTAL

5. B.1, Specific Projects

Research, scholarship, and creative work activities that are related to a specific project are recorded in this section. This category is intended for all faculty activities that involve the practice of a research-, scholarship-, or creative work-related skill. Activities that do not involve practicing that skill

but that are nonetheless related to professional development are included in category B.2, General Scholarship and Professional Development. Practice of the professional skill is the chief distinction made between these activity categories; no source of funds distinction is made.

The source of funds question is resolved by making use of the fiscal reference column which links each faculty activity to a budgetary account. (See page 38 for a discussion of the fiscal reference column.)

The following are some examples of activities in B.1, Specific Projects.

--departmental research (specific projects)
--sponsored research (specific projects)
--securing new grants
--performing your professional skill
--writing or developing research programs
--administering research grants
--giving recitals
--completing your dissertation research
--writing or revising books
--writing articles

--writing reviews

--creating new art forms

--exhibiting your work

--practicing an artistic skill

--reviewing a colleague's research work.

6. B.2, General Scholarship and Professional Development

This category is for reporting the time spent in keeping current in a professional field:

--reading articles and books related to profession

--attending professional meetings

--research-related discussion with colleagues

--editing a journal or book

--officer in a professional society.

7. C.1, Student-Oriented Service

This category is for reporting time spent in general contact with or service to students. The following activities would be included:

--personal, career, and financial counseling of students

--preparing student recommendations

--participating in social interaction with students

--sponsoring student organizations

--meeting parents of students

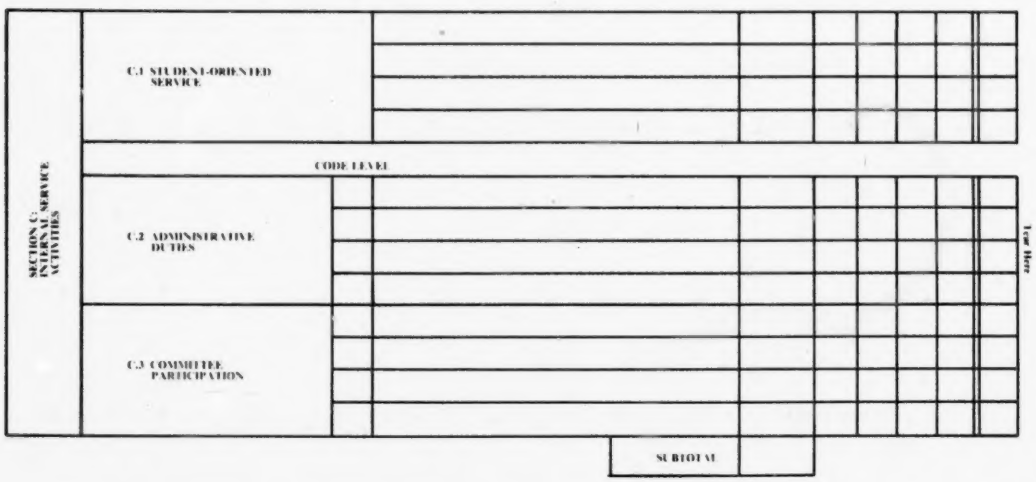
--participating in student programs

--coaching intercollegiate or intramural athletics

--directing the band, orchestra, plays, debate team, or other student groups when not formally organized courses.

FIGURE 6

ACTIVITY CATEGORIES INCLUDED
IN C: STUDENT-ORIENTED SERVICE, C.1;
ADMINISTRATIVE DUTIES, C.2; AND COMMITTEE PARTICIPATION, C.3



8. C.2, Administrative Duties

All administrative duties other than those directly related to courses or research should be included in this category.

--performing the duties of dean, department chairman, vice president, or any other administrative position

--administering department subunits

--administering or working in non-academic units as the library, registrar's office, business office, etc.

--advising on design of campus buildings

--interviewing faculty candidates

--keeping records

--preparing minutes

--writing and answering memorandums

--advising on library purchases

--escorting prospective students, parents, or special guests

--recruiting students.

9. C.3, Committee Participation

All committee activities related to academic affairs and institutional governance that have not been included elsewhere are recorded in this section, for example:

--general department staff meetings

--faculty senate

--academic standard committee

--collective bargaining committees.

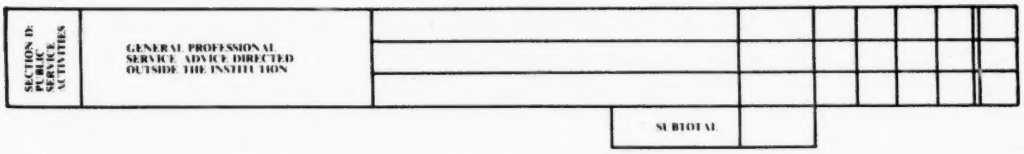
The level code for activity categories C.2, Administrative Activities, and C.3, Committee Participation, is meant to distinguish between activities that deal with a department or subunit of the institution and those that deal with the entire institution. Level codes 1 and 2 should be used for activities concerned with subunits of the institution such as departments and colleges, and codes 3 and 4 for those activities that deal with the entire institution. The level codes are included on the data collection form for the institution's benefit and should be changed or eliminated if they are inappropriate.

Level of Administrative and Committee Activities

Code	Level
1	Department/unit
2	Subunit of institution larger than department
3	Institution-wide
4	System-wide--if activity concerns several institutions of a system

FIGURE 7

ACTIVITY CATEGORY D, PUBLIC SERVICE ACTIVITIES


SECTION D: PUBLIC SERVICE ACTIVITIES
GENERAL PROFESSIONAL SERVICE ADVICE DIRECTED OUTSIDE THE INSTITUTION
SUBTOTAL

10. D, Public Service

This category is for those activities that are directed principally outside the institution (see Figure 7). The following activities would be included:

--consulting
--giving professional advice
--directing or participating in community training grants
--urban extension
--giving lectures or seminars for the general public
--patient care
--agricultural extension.

Time spent in extension instruction should be included in section A.1 of the data collection form. Some institutions may wish to change the wording of section A.1's instructions to terminology that is familiar to the faculty. This would

help insure the inclusion of all public service teaching activities in section A.1.

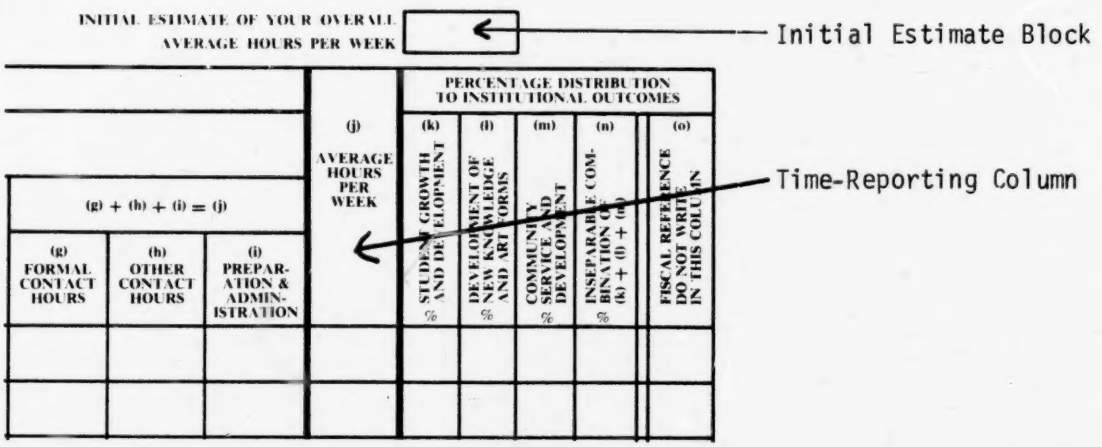
The activity categories, more than any other part of the survey instrument, need to remain unchanged if an institution wishes to exchange any activity information in a manner compatible with NCHEMS' recommendations and procedures.

C. Time-Reporting Column

The time-reporting column (see Figure 8) is used to record the average hours per week that a faculty member spends in each listed activity.

FIGURE 8

TIME-REPORTING COLUMN AND INITIAL ESTIMATE BLOCK


INITIAL ESTIMATE OF YOUR OVERALL AVERAGE HOURS PER WEEK
Initial Estimate Block
(g) + (h) + (i) = (j)
(g) FORMAL CONTACT HOURS
(h) OTHER CONTACT HOURS
(i) PREPARATION & ADMINISTRATION
(j) AVERAGE HOURS PER WEEK
PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES
(k) STUDENT GROWTH AND DEVELOPMENT %
(l) DEVELOPMENT OF NEW KNOWLEDGE AND ART FORMS %
(m) COMMUNITY SERVICE AND DEVELOPMENT %
(n) INSEPARABLE COMBINATION OF (k) + (l) + (m) %
(o) FISCAL REFERENCE DO NOT WRITE IN THIS COLUMN
Time-Reporting Column

Faculty, when completing the instrument, should list their activities in the appropriate activity category and then estimate the time spent engaged in that activity. This estimate is recorded in the time-reporting column adjacent to each activity. As a help in estimating the hours spent in each activity, an initial estimate block is included at the top of the form. The faculty member can use this

block to make an initial estimate of the average number of hours worked each week. This total can then be broken down to record the relative amount of time spent in each of the activity categories.

Although NCHEMS recommends using hours as the unit of measure for faculty activity, an institution should be aware that there is considerable controversy as to whether hours are preferable to percentages. Previous survey instruments have used both hours and percentages of time to indicate the relative amounts of time spent in different activities. Unfortunately, there is no conclusive evidence that one is better than the other in all situations. For example, reporting in hours is considered desirable because hours allow faculty to report on the full extent of their workweek. Faculty do not work a standard 40-hour week. Many faculty work many more than 40 hours, and the variation in time worked above 40 hours is considerable. These variations have little relationship to the kind of activity or the tasks assigned. They reflect the life style of the individual faculty member and many faculty members wish to indicate the extent of their workweek by recording the total hours worked per week.

Another advantage of reporting in hours is apparent when the activity analysis is utilized for budgetary fund acquisition and allocation. In order to determine how many faculty positions are needed and what

staffing patterns are necessary for different parts of the instructional programs, activity data needs to be in a quantifiable form that can be related to student enrollments and faculty teaching loads. Hours are better suited for this task than are percentages.

However, hours are not the best in all situations. For example, percentages sometimes seem more desirable because hours do not directly measure the "quality" or the productivity of the effort. Hours do not adequately account for the different yet equally effective styles of work. In contracts percentages allow for some implicit weighting by the faculty member for effort and quality of effort. If the faculty member feels that an activity resulted in a particularly high quality product even though the activity consumed very little time, that activity could be given a percentage value that was more commensurate with its value.

NCHEMS has advocated the use of hours as the reporting unit because the concept of effort or quality of effort is very difficult to quantitate and is subject to widely different interpretations from one faculty member to another. The use of hours is believed to give a more uniform unit of measure and additionally it has a broader range of application.

D. Outcome Categories

A difficult problem that appears when the results of an activity survey are evaluated involves the relationship between the activities of faculty and the intended outcomes of those activities. Knowing the activities of faculty does not give the institution information about the intended outcome of those activities. For example, faculty may report a substantial amount of time devoted to research, but what is the nature of that research? Is the research activity intended to develop new knowledge for mankind and contribute to the institution's national research reputation, or is the activity more student-oriented, intended as a training exercise for students? The activity could be directed toward either objective or some combination of the two. The outcome categories are an attempt to obtain some indication about the outcomes that result from faculty activity. The user must be aware, however, that the oucomes as indicated on the data collection form are the outcomes as perceived by faculty. They are the faculty's perception of the results and benefits of their activities. They are obviously not an absolute quantitative allocation of faculty time to institutional outcomes but they do serve as a useful communication device. The distribution of faculty activity to outcomes communicates how faculty perceive their mission in the institution.

The outcomes dimension is completed by indicating the percentage distribution of each activity across the outcome categories. For example, a faculty member may teach a lower level course that is perceived as being completely for student growth and development. In this case the form would be completed as shown in the first line of the following example.

SECTION A: TEACHING ACTIVITIES											PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES				
A. 1 SCHEDULED TEACHING										(j) AVERAGE HOURS PER WEEK	(k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ART FORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COMBINATION OF (k) + (l) + (m) %	(o) FISCAL REFERENCE DO NOT WRITE IN THIS COLUMN
(a) HEGIS Do not write in this column	(b) DEPT. UNIT	(c) COURSE & SECTION #	(d) SECTION Enrollment	(d) SECTION Code R if Remedial E if Extension	(e) CREDIT HOURS	(f) METHOD OF INSTRUCTION	(g) + (h) + (i) = (j) (g) FORMAL CONTACT HOURS	(h) OTHER CONTACT HOURS	(i) PREPARATION & ADMINISTRATION						
	X	*100-5*	*100*		*4*	*A*	*3*	*1*	*10*	*14*	*100*				
	X	*600*	*3*		*3*	*E*	*0*	*5*	*1*	*6*	*50*	*50*			

Faculty members might also teach a graduate-level course that is concerned with developing the students' research abilities. In this case, they might allocate some of their time to student growth and development and some to the development of new knowledge and art forms as shown in line two of the example. The following is a listing of the outcome categories and their definitions.

(k) Student Growth and Development: Results and benefits of activities that contribute to enhancing personal, social, academic, and/or career aspects of students who are registered in the institution.

(l) Development of New Knowledge and Art Forms: Results and benefits of activities that contribute to the development, storage, utilization, and/or appreciation of knowledge and art in society.

(m) Community Service and Development: Results and benefits of activities that contribute to educational growth in and provide short- or long-range utility to the non-academic community.

(n) Inseparable Combination of (k), (l), and (m): Research and benefits of activities that contribute to student growth and development, development of new knowledge and art forms, and community service and development and cannot be reasonably separated. (Please separate if at all possible.)

This list of outcomes may be modified to incorporate others that are more valued by the institution. If the categories are altered, NCHEMS cautions the user that comparisons with other surveys that have different outcome categories may not lead to valid conclusions.

E. Fiscal Reference Block and Column

The faculty activity analysis survey instrument is designed to collect activity information covering a faculty member's full professional life. The instrument does not attempt to constrain the list of possible activities that faculty members might consider.

In addition, the instrument is structured to be consistent with faculty activity patterns and is not necessarily consistent with an institution's accounting administrative structure. The fiscal reference block and column are included on the data collection form to enable an institution to distinguish funded and unfunded activities and to link the funded activities to the appropriate budgetary accounts. The use of the fiscal reference block and column allows an institution to edit for activities that are not funded and to determine the range and magnitude of activities that are funded from each budgetary account. A more complete discussion of the use of the fiscal reference block and column appears in the FAA: Interpretation and Uses of Data.

The fiscal reference block contains seven items of information (see Figure 9). The information is used to describe and categorize each of the budgetary accounts that contribute to a particular faculty member's compensation. A separate and different fiscal

reference block should be completed for each faculty member in an institution. The fiscal reference block for each faculty member will contain a separate line for every budgetary account that contributes to the faculty member's compensation during the time period covered by the survey. Each of the seven items of information is listed and described below.

FIGURE 9

FISCAL REFERENCE BLOCK

FISCAL REFERENCE BLOCK						
REF. COL.	FTE	ACCOUNT TITLE	DEPARTMENT/ UNIT	PCS CODE	ACCOUNT NUMBER	SALARY DOLLARS

Reference Column: The reference column is used to assign a code for each budgetary account that contributes to a faculty member's compensation. This code is used to link each of the budgetary accounts with the faculty member's activities (see page 40). The codes that are used should be consistent for all faculty within an institution and should reflect the type of account categories that are useful to the institution. A simple example of a possible coding system follows:

Code	Account Category
I	Instruction and Departmental Research
B-G	Separately Budgeted Research--each separate research project gets a separate code; if a faculty member has two research assignments the first would be coded "B" and the second "C"
H	Extension and Public Service
A	General Administration and Institutional Support

The coding displayed above is only an example; an institution should devise its own list appropriate for its own purposes. In considering the account category structure to use, an institution should be aware that a standard function classification structure is presently being jointly developed by NCHEMS, National Association of College and University Business Officers (NACUBO), and the American Institute of Certified Public Accountants (AICPA).

Full-Time Equivalency: The FTE column lists the full-time equivalency assigned to each budgetary account during the period covered by the survey.

Account Title: The account title column contains the institution's label or name of the account category such as instruction, research, administration, etc.

Department/Unit: The department/unit column is for the designation of the department or unit in which the faculty member carries out the work. Either a code or alphabetic description may be used.

Program Classification Structure Code: This column records the Program Classification Structure code for each of the budgetary accounts used to compensate faculty. A description of this structure can be found in NCHEMS' Technical Report 27, Program Classification Structure (Gulko, 1972). This information is included because it facilitates the assignment of PCS codes to each activity listed by faculty (see the FAA: Interpretation of Uses and Data for assignment of PCS codes).

Account Number: The account number column contains the number of each budgetary account that is used to support the faculty member.

Salary Dollars: The salary dollars column records the salary compensation received by the faculty member from each of the budgetary accounts.

The fiscal reference block is of little value unless it is used in conjunction with the fiscal reference column. The fiscal reference column is the link between the activities as reported by faculty and the budgetary information as listed in the fiscal reference block.

The fiscal reference column appears on the far-right-hand side of the form (see Figure 10). It is completed using the budgetary account codes that appear in the reference column of the fiscal reference block. Each activity listed by a faculty member receives a code that indicates the budgetary account supporting that particular activity. If an activity is considered to be uncompensated it should be coded with an N or S, described as follows:

Code	Activity
N	Not supportive of the mission of the institution and therefore NOT compensated
S	Supportive of the mission of the institution but not compensated.

Please note that S and N codes should not be used for budgetary account categories as listed on page 40. An example of a survey instrument with a complete fiscal reference block and column appears in Figure 10. Multiple codes may be entered if an activity is considered to be compensated for multiple budgetary accounts.

The previous discussion describes how the fiscal reference block and column are completed. An equally important consideration is how the survey instrument with the fiscal reference block and column should be administered. An institution needs to decide: (1) the order of completing the survey instrument, the fiscal reference block and the fiscal reference column; and (2) what level of administrator

FIGURE 10

USE OF THE FISCAL REFERENCE BLOCK AND COLUMN

NAME _____ I.D. or SOCIAL SECURITY NO. _____

FOR INSTITUTIONAL USE

ADDITIONAL INFORMATION BLOCK										FISCAL REFERENCE BLOCK						
INSTITUTION	TERM	TENURE	YEARS OF INSTITUTION	YEARS IN RANK	PRINCIPAL DEPARTMENT	ADMINISTRATION RANK	FACULTY RANK	LENGTH OF APPOINTMENT		REF. COL.	FTE	ACCOUNT TITLE	UNIT	PCS CODE	ACCOUNT NUMBER	SALARY DOLLARS
										A	.5	Admin.	Bus. Ad.	460506	1041121	3300
										I	.5	Instr.	Bus. Ad.	110506	1541121	3300

INITIAL ESTIMATE OF YOUR OVERALL AVERAGE HOURS PER WEEK: 65

SECTION A: TEACHING ACTIVITIES

A.1 SCHEDULED TEACHING

(a) HEGIS Do not write in this column	(b) DEPT. UNIT	(c) COURSE & SECTION #	(d) SECTION Enrollment	(d) SECTION Code R if Remedial E if Extension	(e) CREDIT HOURS	(f) METHOD OF INSTRUCTION	(g) FORMAL CONTACT HOURS	(h) OTHER CONTACT HOURS	(i) PREPARATION & ADMINISTRATION	(j) AVERAGE HOURS PER WEEK	PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES (k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ARTIFORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COMBINATION OF (k) + (l) + (m) %	(o) FISCAL REFERENCE DO NOT WRITE IN THIS COLUMN
	Bus.	458-10	53		3	A	3	2	7.5	12.5	75	15		10	I
	Bus.	458-12	39		3	A	3	2	7.5	12.5	75	15		10	I
	Bus.	459-10	28		3	D	3	2	7.5	12.5	75	15		10	I
	Bus.	548-10	1		3	E		.5	.25	.75	65	30		5	I
					SUBTOTAL					38.25					

Tear Here

	(p) LEVEL	(q) ACTIVITY DESCRIPTION						
A.2 UNSCHEDULED TEACHING	F	Discussion with C[illegible]nues	1	100				I
	D	Work with Margina[illegible]nts	1	100				I
A.3 ACADEMIC PROGRAM ADVISING	D	Advise Students	.5	100				I
A.4 COURSE AND CURRICULUM RES. & DEVELOP.	E	Explore New Courses	.5	100				I
	F	Develop Curriculum	.5	100				I
		SUBTOTAL	3.5					

FIGURE 10 (Continued)

ACTIVITY		(q) ACTIVITY DESCRIPTION	(l) AVERAGE HOURS PER WEEK	PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES (k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ARTFORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COMBINATIONS OF (k), (l), + (m) %	(o) USE REFERENCE LETTERS OR WRITE IN THIS COLUMN
SECTION B: RESEARCH, SCHOLARSHIP & CREATIVE WORK ACTIVITIES	B.1 SPECIFIC PROJECTS	Writing Proposals	.5	30	70			I
		Supervising Research	.5	30	70			I
	B.2 GENERAL SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT	Attending Professional Meetings	.5				100	I
		SUBTOTAL	1.5					
SECTION C: INTERNAL SERVICE ACTIVITIES	C.1 STUDENT-ORIENTED SERVICE	Recommendations	.5	100				A
		Meeting with Parents	.5				100	A
		Personal and Career Counseling	.5	100				A
	CODE LEVEL							
	C.2 ADMINISTRATIVE DUTIES	1 Administration Policies	8.0				100	A
		1 Assessing Faculty Course Loads	2.0				100	A
		1 Registration	1.0				100	A
	C.3 COMMITTEE PARTICIPATION	Planning Committee	1.5				100	A
		Dean's Advisory Committee	3.0				100	A
		SUBTOTAL	17					
SECTION D: PUBLIC SERVICE ACTIVITIES	GENERAL PROFESSIONAL SERVICE ADVICE DIRECTED OUTSIDE THE INSTITUTION	Consulting	1.0			100		S
		SUBTOTAL	1.0					
		AVERAGE HRS WEEK	61.25					

Enter Here

should oversee the completion of the fiscal reference block and column.

These questions should be given considerable thought before an activity survey is initiated.

During the pilot test these considerations were dealt with as follows:

The fiscal reference block was printed on separate labels. The faculty completed all other parts of the survey instrument and then the label was attached to the upper portion of the data collection form. Some institutions completed these labels prior to and others after attaching them to the form.

After the survey instrument was completed by the faculty and the fiscal reference block was completed and attached, the department chairman or other unit administrator completed the fiscal reference column.

The advantages of this approach are:

1. The faculty do not see the fiscal reference block as they are completing the instrument. This avoids the necessity of explaining the mechanics of how the budgetary data will be linked to the

activity data. This does not mean that the institution should conceal the fact that activities will be linked to budget data; the institution should describe how the FAA data will be used. However, the absence of the reference block will free those persons administering the instrument from explaining each of the fiscal reference block categories and the mechanics of how the collected data will be linked together.

2. The faculty do not have a completed fiscal reference block available when they complete the survey instrument. The absence of this information will decrease the chances of the faculty matching their activities with their budgetary assignments and will keep faculty estimates of their time as unbiased as possible.

3. The department or unit chairmen are probably better able to review their faculty's activities than any other individual in the institution. Having the department chairman complete the fiscal reference column allows for a department-by-department review of the faculty's activities by an individual who is familiar with faculty members and their work.

This approach worked very smoothly during the pilot test. The only drawback was that little discussion occurred between department or

unit chairmen and there was a wide range in what kinds of activities were considered compensated. This range may be legitimate but it is probably in the institution's interest to set forth guidelines or to conduct some discussions with the department or unit chairmen to insure that there is good reason for the approach taken by each chairman. During the pilot test one department chairman considered only direct teaching activities to be compensated, while another felt that golf was very much a part of the faculty member's job. These differences, though they may be legitimate, should be discussed to insure that the data analysis is done on a consistent basis from one department to another.

The fiscal reference block and column are not required for a faculty activity survey, and elimination is at the institution's discretion. In evaluating whether to retain this feature, the institution should consider the importance of the three functions the fiscal reference block and column serve: (1) they allow the institution to segregate funded and unfunded activities, (2) they aid the institution in evaluating what activities are paid for by each budgetary account, and (3) they aid the institution in assigning Program Classification Structure (PCS) codes to faculty activities.

F. Discussion of the Additional Information Block

The additional information block records information about the faculty that might be useful in characterizing a faculty's activities or that might be useful to a department or unit chairman (see Figure 11). The following is a list and definition of the recommended information:

Institution: designation of the institution surveyed

Term: designation of the term covered by the survey

Tenure: designation as to tenure status of the faculty member

Years at the institution: designation as to the number of years the faculty member has been at the institution

Years in rank: designation as to the number of years since the faculty member was last promoted

Principal department: designation of the faculty member's principal department

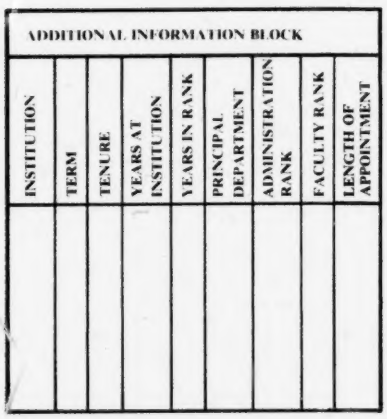
Administrative rank: designation indicating if the faculty member also holds administrative rank as department chairman or dean

Faculty rank: the rank or physical designation of the faculty member

Length of appointment: the number of months specified in the faculty member's appointment.

FIGURE 11

ADDITIONAL INFORMATION BLOCK



SECTION III

CONCERNS IN PLANNING A FACULTY ACTIVITY SURVEY

The previous section presented a description of the NCHEMS Faculty Activity Analysis survey instrument. This instrument is a versatile tool and may be utilized in a wide variety of ways. This section describes the alternative approaches that an institution might utilize in conducting a faculty activity survey. The particular approach taken is an institutional concern and is dependent upon the intended use of the survey outcomes.

There is no one best way to conduct a faculty activity survey. For this reason, alternative procedures are presented. The issues surrounding each alternative are identified and discussed. Although multiple alternative approaches are explored, specific recommendations are made. These recommendations are appropriate for most institutions and will satisfy the data requirements for the types of analyses that will be described in the FAA: Interpretation and Uses of Data. NCHEMS suggests that an institution initiating a faculty activity survey follow these recommended procedures on the first administration of the survey. If these recommended procedures later prove to be somewhat unsatisfactory, the experience gained in the initial administration of the instrument will help the institution decide upon the appropriate alternative procedures.

A. Survey Time Period

A survey time period is the length of time the faculty activity is to be studied in the survey. It could be a week, a term, an academic year, or a fiscal year. The appropriate survey time period is dependent upon the intended uses of the survey outcomes. For example, if the survey is to be used to support costing, the institution might want to know the faculty time distribution for a fiscal year. If the study is to serve as an information base for planning future staffing levels based upon the time required to teach different types of courses at different course levels, then the survey time period might be an academic term. If the survey is to be used to observe the fluctuations in faculty activity patterns from one week to another over the course of an academic term, the institution might conduct multiple surveys each covering one week of the academic term.

Each of these purposes is equally legitimate, but each requires a somewhat different survey time period. NCHEMS' survey instrument may be used to conduct a survey covering a time period of one day to several years. However, any single administration of NCHEMS' FAA survey instrument should not be used for a survey time period greater than one academic term.

The disadvantages of the first approach are the following: (1) faculty are inconvenienced by completing the survey each term; (2) an activity survey involves a significant amount of time and effort and some surveys consume more time; and (3) an additional concern is that, as more surveys are conducted, less analysis is usually performed and the survey effort becomes one of mechanics rather than analysis.

In using the second approach, it becomes important to identify the level of aggregation desired and then evaluate the stability of faculty activity at that level. The evaluation can be performed by either qualitative estimation or by a quantitative approach utilizing the first method.

The third approach is similar to the first except that a sample of the faculty is used from each term (see Section III B). The advantage of sampling is that potentially fewer faculty need to be surveyed in order to obtain acceptable estimates of average faculty activity profiles. When fewer faculty are surveyed, the costs associated with administering the instrument are reduced. The disadvantage of the sampling approach is that for estimates of activity profiles at low levels of aggregation (that is, disaggregation by department and rank), the sample size required often approaches the size of the total faculty population.

For an institution's first administration of a faculty activity survey, NCHEMS recommends a survey time period equal to one academic term. Further, NCHEMS recommends that only one term in the academic year be surveyed. It is expected that some institutions will eventually wish to expand their survey to encompass an academic or fiscal year, but this is not a recommended procedure for the first administration of the survey. This recommendation--survey time equal to academic term--provides the institution with sufficient information to allow it to thoroughly study its faculty's activities. Conducting additional surveys covering other academic terms or sampling faculty from each academic term greatly increases the effort required and prolongs the survey without providing much additional information. Adopting NCHEMS' recommended approach provides an institution with a low-cost opportunity to evaluate how it can best utilize faculty activity information. It further provides the institution with a faculty activity analysis experience that will be helpful if it later wishes to expand the scope of future surveys.

B. Alternative Sampling Procedures

There are two ways to study the characteristics of a total population such as the faculty of an institution. One way is to study the entire population, the other is to study a portion of that population and assume that these characteristics are representative of the total population. It is possible to design statistically a procedure for the selection of a sample or subset of a population that will be representative of the total population to a measurable degree. This section addresses the question of when it is appropriate and advisable to sample when conducting a faculty activity analysis and, further, it describes alternative sampling procedures which may be used in conducting a faculty activity analysis. Please refer to any one of a number of excellent references to determine the specifics of sampling methodology. (See, for example, the following references: Hansen, Hurwitz, and Madow [1953], Kirk [1968], Kish [1965].)

In evaluating whether to sample faculty, the critical question is, "What proportion of the faculty must be sampled in order to obtain a confident estimate of an average activity profile of a faculty member?" If the required sample size is 20-25% of the total population, there is good reason to use a sampling technique. In this case fewer faculty are troubled with having to complete a survey instrument, and fewer forms are collected that must be pro-

cessed and analyzed, resulting in an overall lower expenditure of effort. However, if the sample size required is 75-80% of the total population, the time saved in administration is outweighed by the time required to design the sampling plan.

One of the important determinates of the proportion of the total faculty population to be sampled is the size of that population. For example, if the institution desires an estimate of the average activity profile for the five faculty members of the classics department, it will need to survey all five faculty members. However, if the institution needs only an estimate of the average activity profile for its 500 faculty members, a 25% sample is likely to be adequate. The institution that is considering the use of sampling must determine the population of the groupings of faculty that it desires to study. If these groupings are department ranks or ranks within departments, then the faculty population in each of these categories must be determined. If most of these populations are small (1 to 40), then sampling faculty is probably not a useful approach. If most of the populations are large, the institution might wish to consider sampling.

An alternative sampling approach in a faculty activity survey involves dividing the survey time period into discrete sub-sections and randomly selecting a portion of the faculty to complete the survey

instrument for each of the sub-sections. For example, a sixteen-week semester might be divided into four fourweek time periods. One group of faculty would complete the instrument for the first time period; a second group of faculty would complete the instrument for the second time period, and so on. Estimates for the average faculty activity profile could then be developed for each of the sub-time periods and for the total survey time period. The advantages of this approach are: (1) faculty do not need to remember their activities over a long period of time and presumably this results in a better estimate of their activities, and (2) an institution can study fluctuations in faculty activity patterns within an academic term. However, the disadvantages of this alternative sampling approach are great. Each sub-time period becomes a separate statistical experiment, and the considerations involved in any statistical design must be made for each sub-time period. This greatly increases the complexity of the survey. An additional level of complexity is introduced when estimating the overall activity profiles of the total time period from the individual activity profiles for each sub-time period. In addition, in the use of faculty activity analysis, the problems of statistical design center on the level of disaggregation of faculty in the study. This problem does not diminish by studying sub-time periods; in fact, it is complicated by the additional time dimension.

Outlining all the considerations in this approach is beyond the scope of this manual; for more information, please refer to standard statistical texts.

NCHEMS recommends that an institution use a census to collect faculty activity information. NCHEMS believes that most uses of faculty activity information will require data by department or other relatively small grouping of faculty. In this case, the sample size approaches the size of the total population and no benefit from sampling is realized. However, if an institution needs only faculty activity information about large groupings of its faculty and has no need for more disaggregate information, then sampling may be appropriate.

C. When to Administer the Survey

As part of the pilot test of the NCHEMS survey instrument and procedures, the University of Michigan tested whether there was a significant difference in how faculty report their activities if the instrument were administered at the beginning or in the middle of the semester. In both cases the time period covered by the survey was one academic term. This test investigated whether faculty perception of what they would do during the semester differed significantly from their perception of their activities once the semester was half over.

This question of when to administer the instrument was answered quite clearly. Tables 1 and 2 concisely demonstrate that no differences existed between the administration of the survey instrument in the early part of the term versus the middle of the term when either NCHEMS' or the University of Michigan's survey instrument was used.

The possibility exists that asking faculty members at the end of a term to recall their activities might produce some genuine differences. These would be differences of retrospection versus prospective estimation. Nevertheless, the current evidence is that

the time during the term when the estimate is required is irrelevant. This conclusion is further substantiated in studies by Lorents.*

*Lorents, Alden C., Project PRIME Report #6, Faculty Activity and Planning Models In Higher Education, June 1971. (Project PRIME Resource Coordinated by the Minnesota Higher Education Coordinating Commission.)

TABLE 1

TESTS FOR SIGNIFICANT DIFFERENCES IN ACTIVITY SCORES
CAUSED BY TIME OF REPORTING WHEN NCHEMS'
FACULTY ACTIVITY AND OUTCOME SURVEY WAS USED

Activity Category*	Mean % from Early Reporting	Mean % from Middle Reporting	T Value
Credit Instruction	44.95	44.29	0.15
Non-Credit Instruction	15.29	15.46	-0.05
Research and Creative Activity	20.78	20.14	0.13
Service Activity	3.61	5.27	1.54
Administrative Activity	7.42	6.23	0.50
Professional Development	7.95	8.61	-0.47

Degrees of Freedom = 83

*All activity categories are taken from the University of Michigan's Academic Activities Personnel Report. Please see Section IV B.

TABLE 2

TESTS FOR SIGNIFICANT DIFFERENCES IN ACTIVITY SCORES
CAUSED BY TIME OF REPORTING WHEN UNIVERSITY OF MICHIGAN'S
ACADEMIC PERSONNEL ACTIVITIES REPORT WAS USED

Activity Category*	Mean % from Early Reporting	Mean % from Middle Reporting	T Value
Credit Instruction	54.14	50.95	0.60
Non-Credit Instruction	12.23	13.19	-0.41
Research and Creative Activity	18.91	17.64	0.27
Service Activity	4.00	3.36	0.60
Administrative Activity	4.93	8.60	-1.36
Professional Development	5.79	6.26	-0.32

Degrees of Freedom = 84

*All activity categories are taken from the University of Michigan's Academic Activities Personnel Report. Please see Section IV B.

NCHEMS recommends that the institution choose a time during the term that will be most convenient for faculty. The tabulations of a faculty questionnaire used in conjunction with the pilot test and other faculty reactions indicate that faculty prefer being surveyed toward the end of the term but not during final exam periods (see Appendix B).

D. How Often to Administer the Instrument

The answer to this question is a function of two factors: (1) the nature of change in faculty activity in an institution, and (2) the ultimate use of the survey outcomes. In responding to demands of relevance and renewal in higher education, institutions may make policy which may be reflected by changes in faculty activity profiles. For this reason, measurements of faculty activity must be taken often enough to reflect current institutional posture and policy. The ultimate use of the outcomes of the survey also affects the frequency of the study.

For some purposes this may require a survey from each academic term in the year and for other purposes a survey every three or four years is probably adequate. If the information from a faculty activity survey is part of an institution's operational data system and is used as the primary source of information on faculty teaching loads, the time period covered by the survey (Section III A) should probably be one academic term and the survey should be conducted each term. However, most institutions obtain this teaching load information from other sources and would use an activity survey to obtain a general picture of how faculty are allocating their time to institutional programs. In this case the institution needs to evaluate the stability of the activity data over time.

NCHEMS recommends that the survey initially be conducted once a year. If the institution finds that it needs FAA information for all terms, it can later expand the survey to include each survey and test for the stability of the desired information. If the institution finds that the results are stable from one year to the next, it might consider conducting the survey less frequently than once per year.

E. Methods of Administering the Survey

During the pilot test the Faculty Activity Analysis Task Force wished to investigate what effect different methods of administering the survey instrument would have on the survey results. Three different methods were tried:

1. Self-Administered Survey: The instrument was mailed to individual faculty members who completed the instrument by themselves, using only the instructions provided in the survey instrument.

2. Group-Administered Survey: Groups of faculty were brought together for the purpose of completing the survey. The purpose of the survey was explained, completion instructions were described, and questions regarding the instrument were answered.

3. Interviews: Individual faculty interviews were conducted. The interviewers explained the purpose of the survey and then led the faculty member through the form.

Appalachian State University (Boone, North Carolina) tested for differences resulting from the method of administering the instru-

ment. Its entire faculty was randomly divided into two groups. One group self-administered the instrument and the other group was randomly divided between the group-administered method and the interview method. This division resulted in the following sample sizes:

Self-Administered	Group-Administered	Interview
185	98	91

Members of the self-administered group received the instrument in the campus mail accompanied by a cover letter explaining the purpose of the survey. Those faculty who had the instrument administered in groups participated in one of ten group meetings where from three to fifteen faculty members were present (scheduling constraints made it impossible to equalize group sizes). Eight members of the institutional research office conducted the individual interviews. These same interviewers conducted the ten group sessions. The interviewers were familiar with interviewing strategy. They were briefed by the Director of Institutional Research concerning how they were to conduct the interviews and how they should respond to a variety of questions.

Only a few of the many tests conducted indicated a statistically significant difference resulting from the method of administering the survey instrument. Table 3 lists the categories tested, and Table 4 lists those tests where a statistically significant difference was found across the three methods of administering the instrument.

The only activity categories where a significant time difference was recorded were C.2 and C.3 (Administrative Duties and Committee Participation). In these sections no significant difference was found in the hours recorded; the only significant difference was in the relative amount expressed as a percent of the total compensated hours. All the activities that were considered to be non-compensated by the institution and therefore coded with an N or S (see Section II E) were dropped.

No conclusive explanation exists as to why categories C.2 and C.3 were significantly different. The most probable answer is that the individuals conducting the interview and group sessions influenced the faculty to some degree. It is possible that in these categories they inadvertently encouraged additional activities to be listed and relatively more time to be recorded for each activity. Table 5 shows that more lines (activities) were included in C.2 and C.3 where the group and interview

administration techniques were used; likewise, the ratio of the average hours to average number of lines indicated the hours recorded per activity or line were greatest for the interview group in C.2 and C.3.

The outcome distribution of only one section (A.3, Academic Program Advising) was found to be significantly different among the methods of administration. In this section a great deal more emphasis was placed on student growth and development when the group and interview techniques were used. The relative importance of the differences is slight since the overall percentage of time reported in A.3 was only 2.5.

The final significant differences relate to the use of level codes in Section A.4 (Course and Curriculum Research and Development) and Sections C.2 and C.3. The individuals who conducted the interview and group sessions apparently encouraged the faculty to use the level codes.

NCHEMS recommends using either the self-administered or group-administered technique. The interview technique provides little benefit over the group technique and is considerably more expensive. An institution should seriously consider using the group technique the first few times the survey is conducted. After faculty become

more familiar with the instrument the group sessions become less important.

TABLE 3

ITEMS TESTED FOR DIFFERENCES AMONG
METHODS OF ADMINISTERING THE INSTRUMENT

Number	Items Tested
1	Total hours reported on entire instrument
2	Hours reported in each section (A.1-D) of instrument
3	Hours reported in each section (A.1-D) of instrument (%)
4	Compensated activities reported in each section (A.1-D) of instrument (no.)
5	Compensated activities reported on entire instrument (no.)
6	Time devoted to each outcome category (overall %)
7	Time in each section (A.2-D) of instrument devoted to each category (%)
8	Activities not distributed to outcomes (%)
9	Activities in Sections A.2, A.3, and A.4 with no level code (%)
10	Activities in Sections C.1 and C.2 with no level code (%)

TABLE 4

ITEMS WHERE SIGNIFICANT DIFFERENCES
WERE FOUND AT THE 95% CONFIDENCE LEVEL
BETWEEN METHODS OF ADMINISTERING THE SURVEY INSTRUMENT

Test	Means of Administration (%)			F Ratio*
	Self-Administered	Group-Administered	Interview	
	N = 185	N = 98	N = 91	
1. Percent of Compensated Time Reported in Sections C.2 and C.3	7.0	7.2	11.9	3.29
2. Percent of Section A.3 Compensated Hours Distributed to Student Growth and Development Outcome	38	57	46	3.95
3. Percent Not Able to Include Level Code in Section A.4	46	41	26	3.92
4. Percent Not Able to Include Level Code in Section C	44	35	26	3.35

*At the 99% confidence level the F ratio must be greater than 3.90 for a statistically significant difference to exist.

TABLE 5

DIFFERENCE RECORDED IN
ACTIVITY CATEGORIES C.2 and C.3 (ADMINISTRATIVE DUTIES
AND COMMITTEE PARTICIPATION) BY METHOD OF ADMINISTRATION

Sections C.2 and C.3	Self-Administered (%)	Group Administered (%)	Individually Administered (%)
Average Percent of Time Reported	7.0	7.2	11.9
Average Hours Reported	4.9	4.6	7.8
Average Number of Lines Reported	1.6	1.9	2.1
Ratio of Average Hours to Average Number of Lines	3.1	2.4	3.7

SECTION IV

MAJOR CONCERNS IN CONDUCTING A FACULTY ACTIVITY SURVEY

Earlier in this manual, we describe the survey instrument and provide recommended procedures for conducting and administering a faculty activity survey. This section deals with some of the broader concerns in undertaking a faculty activity survey. Will the results of the survey be accurate and consistent for use in planning and management in the institution? To what extent are the results of a faculty activity survey comparable among institutions? What are the major factors influencing faculty acceptance of the activity survey? What are the components of costs of administering the faculty activity survey, and what is the nature of these costs?

This section identifies major concerns of institutions and planning boards in undertaking a faculty activity survey in an institution. In addition, it provides documentation on multiple field tests of faculty activity analyses using NCHEMS' survey instrument and procedures, and provides guidelines for using the instrument and procedures relative to the major concerns.

A. The Accuracy and Consistency of Faculty Activity Surveys

An institution that is considering a faculty activity survey has concerns about the answers to the following questions regarding the accuracy and the consistency of faculty activity data:

1. Are the collected data accurate--that is, do the data accurately reflect the actual distribution of faculty to the activities?

2. Are the collected data consistent--that is, are the results the same when the data are collected under similar circumstances with a similar instrument?

3. What mechanism of collecting activity data will deliver the required amount of accuracy and consistency with the least cost and the least faculty resistance?

The principal problem in addressing these questions is that there is no method of collecting data that results in indisputably accurate results: any method is potentially subject to some bias. Although some methods seem better than others, none are perfect. For example, most analysts would agree that the results of work-sampling studies probably would be more accurate and more consistent than other methods of conducting a faculty activity analysis. This tech-

nique makes use of impartial observers who observe faculty activity at randomly selected time periods according to a sampling plan. All of these individual observations are then used to estimate the average distribution of faculty time. This method would seem to be extremely accurate. However, conducting a work-sampling study of faculty without upsetting the activities that the study is attempting to measure is extremely difficult. Faculty have very individual work styles: some faculty work at night, some work at home, and others work in locations far removed from the institution. Because of the variety of work styles and locations, it is difficult to observe faculty at randomly selected time points without disturbing and potentially changing the faculty member's routine. Therefore, even the faculty activity analysis method that potentially offers the most accurate and consistent results is subject to some limitations. The question an institution needs to face is, how accurate and how consistent its activity data need to be in order to be useful.

Most institutions are not interested in knowing to a high level of accuracy what each faculty member is doing. The institution usually needs only a general indication that it can use for planning, for budgeting, or for program review. The institution needs to know the relative amounts of time devoted to research or instruction, or it may want a general indication of the time required to teach different types of courses in different disciplines and need this information in the form of averages for different groups of faculty.

The more accurate techniques of collecting activity data certainly meet these requirements. They do give the institution a profile of faculty activity. The problem with the more accurate techniques is that they are very expensive to implement. A work-sampling study involves a tremendous number of man hours in planning, conducting, and analyzing the results of the study. For this reason many institutions have used a questionnaire-styled survey instrument that is completed by faculty to record their activities for the entire survey time period. This type of activity study is far less expensive to conduct, but it is subject to more error. Several studies have been conducted that compare the results of a questionnaire-styled survey with a more accurate survey technique. The difference between these data collection methods is often relatively small. A study by Lorents (1971) presents a good example of the magnitude of the differences that might be expected.

The Lorents study involved three randomly selected groups of faculty. Two of the groups were asked to use a questionnaire-style instrument, similar to NCHEMS' instrument, to estimate the time they would spend engaged in different activities throughout an academic term. One of these groups made its estimate at the beginning of the term and the other at the end of the term. The third faculty group participated in a random self-sampling experiment during the term. The random self-sampling experiment made use of a random "beep" device. This

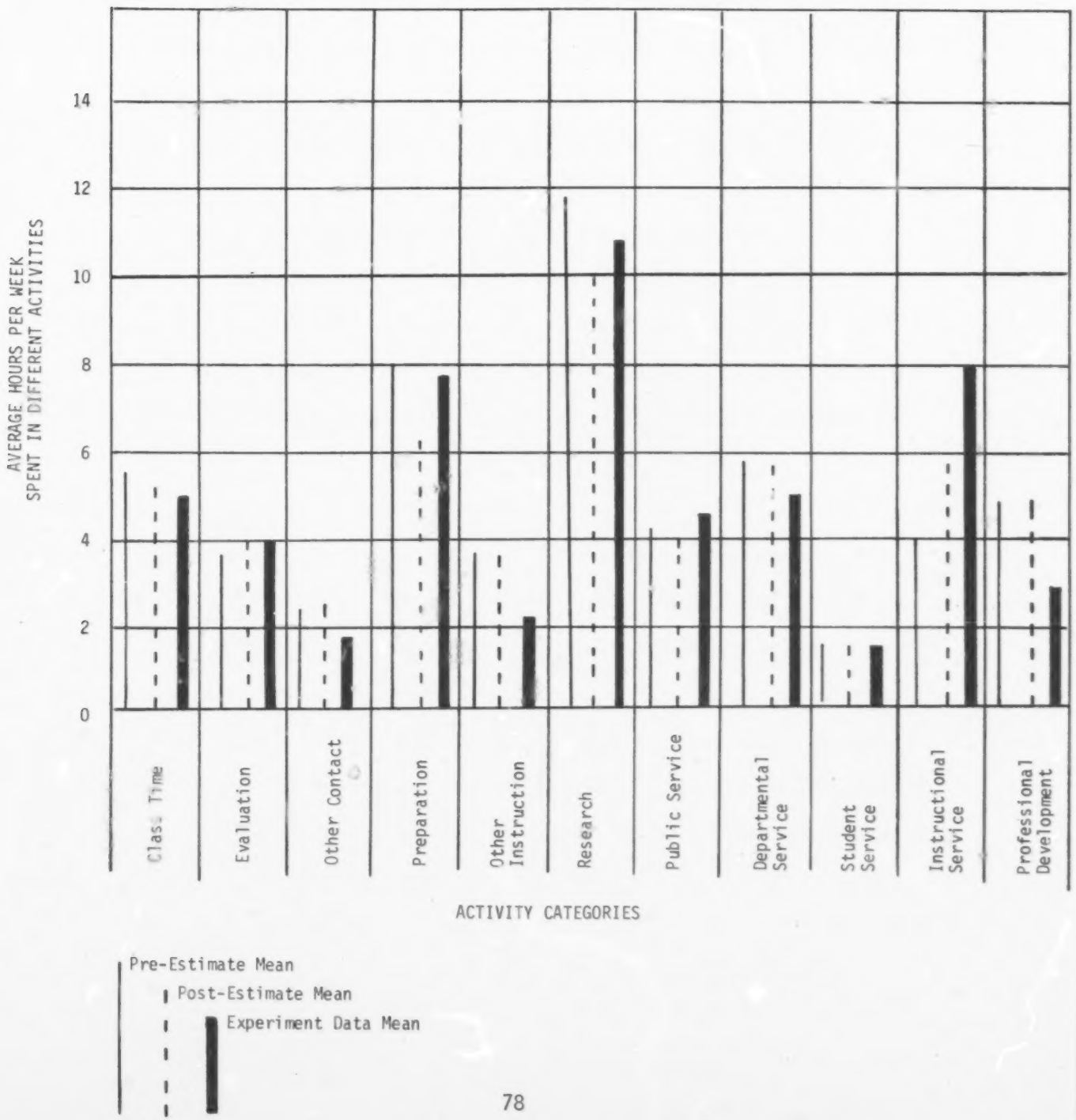
device generated an audible signal at random points in time. The faculty member who participated in this experiment carried this device and recorded his activity whenever the device emitted a signal. The results of the random self-sampling experiment were compiled and compared with the pre- and post-term estimation. The results of this study are displayed in Figure 12.

Each of the activity categories was tested to determine if the reported hours differed significantly, depending on the data collection method. The random self-sampling results were used as the standard and were compared to both the pre-term and post-term estimates. The differences in the data collection methods were found to be statistically significant for two activity categories.

When the random self-sampling data were compared with the pre-term estimates, the differences in the average hour per week for the institutional service and professional development categories were found to be statistically significant. When the random self-sampling data were compared with post-term estimates, the differences in the average hour per week for the preparation and other instruction activity categories were found to be statistically significant.

FIGURE 12

COMPARISON OF WORK ESTIMATES MADE
AT THE BEGINNING OF THE TERM, AT THE
END OF THE TERM, AND A RANDOM SELF-SAMPLING EXPERIMENT



If the random self-sampling data were used as a standard and assumed to be accurate, then pre- and post-estimates were accurate in nine out of eleven categories. The importance of this study is not that two categories were significantly different, but that only two were significantly different between a more costly random self-sampling approach to activity analysis and a relatively inexpensive estimate approach. This study further indicates that faculty are capable of making reasonably good estimates of their time at either the beginning or the end of the term (see page 58 for a discussion of when to conduct a survey).

In developing an activity analysis survey instrument, NCHEMS started with the assumption that activity data could be collected with the necessary amount of accuracy and consistency using a questionnaire-styled survey instrument. The reliability of this assumption seems to depend primarily on the climate in which the survey is conducted. It is important to realize that the instrument is completed by faculty and cannot be used as a control mechanism. If faculty perceive that some type of punitive action will result from the activity distributions they report, they are likely to alter their reported activities to reflect the desired distributions. An institution that conducts a faculty activity survey must be very careful to avoid biasing the results in this way.

During the pilot test of the FAA survey instrument, the faculty profiles from different institutions were used to check the face validity, that is, to see if the distribution of faculty activity reflected what might be expected. Figure 13 displays the percentage distribution of faculty time to the ten activity categories. These distributions show what might be expected. Those institutions that are perceived to be more heavily involved in research have larger research percentages; likewise, those institutions that purport to be heavily committed to undergraduate teaching have larger percentages of time in scheduled teaching. Activities such as committee participation, course and curriculum research and development, and unscheduled teaching and academic program advising remain relatively consistent across institutions and are not significantly different at the 95% confidence level. These are the kinds of results that might be expected and therefore the data collected by the survey instrument do have face validity. These results do not prove that the NCHEMS' instrument collects accurate or consistent data, but that the results are substantiating evidence. It is certain that if these distributions of time indicated a higher level of research at the College of Wooster than at the University of Michigan, the accuracy of NCHEMS' survey instrument would be in question.

The question of the consistency of the activity data collected with the NCHEMS survey instrument was investigated during the FAA pilot

FIGURE 13

PERCENTAGE DISTRIBUTION OF FACULTY ACROSS FAA CATEGORIES*

Selected Departments within the Following Institutions	Number of Samples	Scheduled Teaching	Unscheduled Teaching	Academic Program Advising	Course & Curriculum Res. & Development	Specific Research Projects	General Scholarship & Prof. Development	Student-Oriented Service	Academic Duties	Committee Participation	Public Service
Appalachian State University	374	54	4	3	4	8	10	2	4	8	2
Univ. of California at San Diego	70	38	5	2	4	26	12	3	2	6	2
Michigan State University	131	44	4	3	4	14	17	2	4	7	3
University of Michigan	85	43	4	3	4	23	9	2	2	7	4
College of Wooster	83	62	2	2	3	4	9	1	8	7	2

*NOTE: These data were collected for selected departments in each of the listed institutions. The listed distribution does not represent the entire faculty except in the case of Appalachian State University and the College of Wooster. The NCHEMS study was not designed to collect normative data and the results displayed should not be interpreted as such.

test at Appalachian State University, Boone, North Carolina. Three randomly selected groups of faculty were asked to complete the instrument. One group completed the instrument by themselves, another group completed the instrument with an interviewer, and the third group completed the instrument in a group meeting. Comparisons were made of the results obtained through these three methods of administering the instrument. No statistically significant differences were found in the activity distributions among the three groups at the 99% confidence level, and only one was different at the 95% level (a description of this test and a display of the results appears on pages 65 through 72).

This test does not prove that NCHEMS' instrument will record responses of faculty that are always consistent, but it does indicate that the collected data are independent of the method of administration and will show similar distributions of activity for faculty that are in the same environment.

The test conducted to determine when in the term to administer the instrument (pages 58 through 62) further supports the assertion that the NCHEMS instrument will consistently record faculty activities. In this test, no difference was found in the distribution of faculty activities when the instrument was completed at the beginning or in the middle of the academic term.

None of these tests proves that the NCHEMS instrument will accurately and consistently record the activities of faculty. Each test is only an additional piece of substantial evidence that NCHEMS' instrument, when used under favorable circumstances, will yield accurate and consistent results. Only after numerous additional activity surveys are conducted can a more precise statement be made concerning the accuracy and consistency of NCHEMS' FAA survey instrument.

B. Consequences of Changing a Faculty Activity Survey Instrument

The University of Michigan has an activity survey entitled "Academic Personnel Activities Report" conducted each fall. As part of NCHEMS' pilot test, a comparison was made between how faculty in selected units distributed their time to activities using NCHEMS' instrument and the University of Michigan's instrument. The three selected units were the Department of Electrical and Computing Engineering, the Department of English Language and Literature, and the School of Social Work.

Since Michigan faculty have experience in completing activity surveys, those who were to complete the NCHEMS form simply received a letter explaining the pilot test and asking them to complete the Faculty Activity and Outcome Survey rather than the usual Academic Personnel Activities Report.

Before any statistical analyses could be carried out, the data from the Faculty Activity and Outcome Surveys and from the Academic Personnel Activities Reports had to be converted to a common format. A set of procedures and a set of decision rules were developed to convert the activity hours reported on NCHEMS' Faculty Activity and Outcome Survey into the categories and activities utilized by Michigan's Academic Personnel Activities Report (necessary because

the NCHEMS questionnaire utilizes a larger number of activity categories than the Michigan instrument).

Once the conversion was accomplished, the hours per activity figures were converted to a percentage distribution across the six major categories of Michigan's Academic Personnel Activities Report. This was necessary because Michigan faculty are given the option in the Michigan survey of reporting their activities in terms of hours or percentages. Since percentages cannot be converted to hours, the hours were converted to percentages. All social work sample members and most of the other sample members who reported using the Michigan form reported in percentages. These percentage distributions served as activity scores and were analyzed to determine whether significant differences had occurred as a result of the instrument used for reporting.

The six activity categories tested were: credit instruction, non-credit instruction, research and creative activity, service activity, administrative activity, and professional development. These are the categories that appear on the University of Michigan's Academic Personnel Activities Report. To answer the question of whether the particular questionnaire used caused significant differences in the way individuals reported their activities, the data set was separated into two groups according to whether the respondents

used the NCHEMS or the Michigan form. Table 6 shows the results of the tests. Respondents using the NCHEMS survey instrument reported significantly less time spent in credit instructional activities and significantly more time spent in professional development. There were only small, insignificant differences in the non-credit instruction, research, service, and administrative activity areas.

The major findings of this pilot study are the significant differences which appear in Table 6 in the credit instruction and professional development categories. Since credit instruction accounts for such a great portion of faculty activity, a significant difference between the two reporting forms in this category would have to be given major consideration in any evaluation of either instrument.

Tests of significance were also performed on each of the participating departments. Significant differences did not appear until the data were aggregated to the highest level. However, even though the differences were not significant at the department level, the mean percentage for credit instruction is higher for the Michigan form than for the NCHEMS instrument. A possible explanation for this difference is the unit of measurement used: the University of Michigan Academic Personnel Activities Report allows faculty to report in either hours or percentages. Several analyses of the data give evidence that individuals reporting in percentages tend to report a larger percentage of their time in credit instruction

than those reporting in hours. Most of the respondents using the University of Michigan instrument reported in percentages, as opposed to those using the NCHEMS instrument who reported in hours. For a further discussion of the unit of measurement question, see Section II C.

TABLE 6

TESTS FOR SIGNIFICANT DIFFERENCES IN ACTIVITY SCORES CAUSED BY USE OF A PARTICULAR SURVEY INSTRUMENT

Activity Category	Mean % from NCHEMS Form	Mean % from Michigan Form	t Value
Credit Instruction	44.61	52.58	-2.30 sig. $d < 0.05$
Non-Credit Instruction	15.38	12.70	1.40
Research and Creative Activity	20.45	18.29	0.64
Service Activity	4.47	3.69	1.01
Administrative Activity	6.80	6.72	0.04
Professional Development	8.29	6.02	2.28 sig. < 0.05

Degrees of Freedom = 169

The other significant difference from Table 6 occurred in the category of professional development. Individuals using the NCHEMS instrument

reported a significantly greater percentage of their time in this category than did those who used the Michigan questionnaire. This difference also existed in the School of Social Work and the Department of Electrical and Computer Engineering, but not in the Department of English Language and Literature. Although the percentage scores are not as great as in the credit instruction category, at least the differences apparent at the aggregate level are represented at the unit level. The reason for this difference may be definitional. Both professional development on the Academic Personnel Activities Report and General Scholarship and Professional Development on the Faculty Activity and Outcome Survey are basically defined as keeping up with a field of study. Although similar examples are used, faculty perceptions of the category in the two forms may differ. During the last several times the Academic Personnel Activities Report has been conducted at the University of Michigan, the faculty seem to have viewed the professional development category as a miscellaneous category. The pilot study difference may therefore result from NCHEMS respondents paying more attention to the category definition than the Academic Personnel Activities Report respondents.

The results of this study seem to indicate that, though differences in the activity categories and definitions between survey instruments appear to be small, they can result in significant differences in

the reported distributions of faculty activity. For this reason an institution must exercise extreme caution in comparing the results of its survey with that of another institution. Differences in the instrument that may appear to be small may in fact be significant. Institutions conducting longitudinal studies on FAA data must also be cognizant of the fact that any changes in the form during the period studied could significantly affect the results, rendering longitudinal comparisons invalid.

NCHEMS recommends that institutions be extremely cautious when comparing the data collected on instruments that are different, no matter how slight these differences might seem.

C. Faculty Acceptance of a Faculty Activity Survey

Faculty in different institutions react very differently to an activity survey. At some institutions faculty strongly resist attempts at collecting activity data and at other institutions faculty freely provide the information. The factors that seem to influence faculty reaction are: (1) the degree of faculty self-governance, (2) the number of times an activity survey has been previously conducted, (3) the amount of departmental interest in using the collected information for departmental planning, and (4) external reporting requirements.

The degree of faculty self-governance has to do with how easily faculty can ignore administrative requests. If the faculty are a strong governing force within the institution, they must be convinced that the survey is beneficial for the faculty before they will complete the instrument. If, on the other hand, the institution's governance is more autocratic, an administration request is taken much more seriously.

If an institution routinely collects activity data, the resistance of faculty tends to lessen. Faculty become accustomed to completing the survey instrument, and if they discover that no serious consequences directly result from the collected information, they are less concerned about possible misuse of the data.

Departmental/unit interest in the survey can play a strong role in how acceptable the survey is to the faculty. If at the departmental level the chairman and faculty believe a survey will help in promoting the department or provide needed information on how the department accomplishes its mission, the faculty will be much more positive about the survey.

The external reporting requirements have an effect on faculty response. If the faculty are aware that a central governing council for higher education is requiring activity information, they will more willingly supply the information than if they believe the request is coming from the institution's administration.

During the pilot test NCHEMS' survey instrument was tested using faculty from a wide variety of institutions. The faculty response in terms of their comments and the percentage of the faculty who were willing to complete the instrument varied greatly. The following paragraphs briefly describe how the survey was accepted at each of the pilot test institutions.

Appalachian State University - Boone, North Carolina

Appalachian State University has conducted a faculty activity analysis before, but with a very simple form. The institution was quite eager to conduct the pilot test to get a more complete picture of its faculty activities. A total of 374 forms were received from 376 faculty in the institution. Some administration pressure was applied to faculty who were reluctant to complete the instrument, but generally the faculty were cooperative after being briefed about the survey.

Dartmouth College - Hanover, New Hampshire

Dartmouth College, a private liberal arts institution, has never considered the use of faculty activity analysis as part of its institutional management or planning. Twenty-two faculty members, distributed among three disciplinary divisions (Sciences, Social Sciences, and Humanities), were asked to participate in the pilot test of the NCHEMS FAA survey instrument. Each faculty member was asked for an appointment to discuss the concepts and uses implicit in the pilot test. A survey instrument was left with each respondent to be reviewed, completed, and returned to the administering office. The faculty were asked to carefully review the

relevance of activity categories, to examine the definitions of activities, and to try to ascertain if the survey instrument permitted them to describe with sufficient accuracy their patterns of activity. In short, was the survey instrument applicable to a private liberal arts institution? The respondents, with some slight suggestions for change, found the survey instrument to be of sufficient comprehensiveness and universal applicability to reflect their activity patterns.

Florissant Valley Community College - St. Louis, Missouri

Florissant Valley Community College had never conducted an activity survey. Faculty at this institution are largely self-governed and could see little benefit to the faculty resulting from an activity survey. The faculty were encouraged by the administration via reminder letters and telephone calls to complete the survey, but only 40% of the 158 faculty members returned a completed survey.

Michigan State University - East Lansing, Michigan

Michigan State University has conducted a faculty activity survey but does not do so regularly, and therefore their faculty were somewhat unaccustomed to such instruments.

Three units of Michigan State were selected for the test: the College of Communication Arts, Justin Morrill College, and the Department of Electrical Engineering of the College of Engineering. In Justin Morrill College the instrument was administered in groups; in the other two units the survey was self-administered. The purpose of the survey was explained in a letter to the College of Communication Arts and the Department of Electrical Engineering and orally to Justin Morrill College. In Justin Morrill College some peer pressure was applied to the faculty not wishing to complete the instrument.

The high response rate for Justin Morrill College and the College of Communication Arts is believed to be the result of unit interest in the results of the survey.

Unit	Instruments Returned %
Department of Electrical Engineering	61
Justin Morrill College	90
College of Communication Arts	94
Overall Response Rate	86

Michigan State also requested the faculty to complete a questionnaire concerning the survey instrument. A tally of the results of this survey appears in Appendix B.

University of California, San Diego - San Diego, California

The University of California, San Diego, does not conduct a regular activity survey, and faculty are unaccustomed to completing such instruments. Participation of faculty in the pilot test was completely voluntary. In the Division of Science, the departments surveyed were Chemistry, Physics, and Mathematics; in the Social Science Division, Anthropology, Economics, and Psychology; and in the Humanities Division, Music, Philosophy, and Visual Arts.

Three methods of administering the instrument were used. An interview was conducted with forty faculty, four ranks distributed across all nine departments. About 20% of the faculty initially contacted for an interview declined to participate; the remaining faculty were sequentially invited to participate in a group-administered survey until twelve faculty had accepted. Those faculty who participated in neither the interview nor group-administered surveys were then sent a copy of the instrument and asked to complete it. Of these

faculty, 18% responded. There were no follow-up reminders urging completion of the instrument.

University of Michigan - Ann Arbor, Michigan

The University of Michigan regularly conducts a faculty activity survey. Their faculty are accustomed to completing such a survey and response was high. At the University of Michigan sixty faculty were randomly selected from the departments of English Language and Literature and Electrical and Computer Engineering; the entire School of Social Work consisting of 62 faculty members was also surveyed. Half of these faculty completed Michigan's form and half NCHEMS' form. The overall response rate varied from 87% in the Department of English Language and Literature to 98% in the Department of Electrical and Computer Engineering. The response rate of those faculty completing NCHEMS' survey was 94%, compared with 93% for the University of Michigan instrument.

The faculty using NCHEMS' instrument were informed in an accompanying cover letter that their different survey instrument was part of a pilot test. No additional explanation or instructions accompanied the instruments. The numbers of calls regarding additional explanations of clarifications, or offering critical comments were remarkably few.

D. Costs Associated with Conducting a Faculty Activity Analysis

The cost of conducting a faculty survey can vary greatly depending on:

1. How many faculty are surveyed: The more faculty surveyed the greater will be the cost.

2. How the instrument is administered: If the instrument is administered by an interview technique a great deal of interviewer time is required and the costs increase substantially.

3. How the data are analyzed: If the data are extensively analyzed personnel and computer costs increase substantially.

No simple rules can be used to predict to what extent each of these factors will affect the cost in any particular institution. If an institution wishes to estimate the cost of conducting a faculty activity analysis, it should consider the cost of the following activities:

Planning Costs: Estimate the time spent by institutional personnel in designing changes of the survey instrument and planning how to conduct the survey.

Printing Cost: Estimate the cost of making any desired changes in the data collection form and printing copies of the survey instrument.

Cost of Explaining Survey to Faculty: Estimate the time spent by the institution's personnel discussing the purpose of the survey, how it will be conducted, and how the resulting data will be used. This cost would be very small where an institution has previously conducted an activity survey but could be significant if many meetings of faculty are required.

Cost of Administering the Instrument: Estimate the time spent by institutional personnel administering and completing the survey instrument. This cost will vary depending on the method used:

A self-administered survey requires about forty-five minutes of faculty time the first time the instrument is completed.

A group-administered survey requires about one hour of faculty and administration time for each group session.

An interview requires about one hour of faculty and administrative time for each interview.

Cost of Completing the Instrument: Estimate the personnel time required to complete the fiscal reference block and column and the other information block. This time is dependent on the availability of the required data and the number of survey instruments that must be completed.

Cost of Data Analysis: Estimate the personnel and computer costs of conducting the analysis. These costs will vary with the extent of the analysis. The user will be able to consult the FAA software documentation for a more complete picture of these costs when the software becomes available.

The cost of the total faculty activity analysis is the sum of the individual costs outlined above. Most of these costs, with the exception of computer processing and editing, are opportunity costs and do not require additional expenditure or budget allocations.

APPENDIX A

DISPLAY OF THE SURVEY INSTRUMENT

The pilot-tested survey instrument was printed on legal-size paper and was identical in format to the instrument appearing on page 103. The task force believed this size would make the instrument more difficult to lose and therefore would increase the response rate. No evidence was collected that would either substantiate or refute this belief. No faculty commented positively about the large size but only a few were critical.

The format of the survey instrument is largely an institutional concern. There are three principal factors that are likely to influence an institution's decision about the format of the survey instrument:

1. The institution's desire to eliminate specific features of the instrument. For example, if the institution eliminates the fiscal reference block and column and/or the outcome dimension, the form as well as the accompanying instructions must be changed.

2. The institution's desire to pre-print course information on the data collection form. Completing the instrument is more convenient if the course information such as course number, credit hours,

contact hours, etc., are printed on the form before the form is distributed to faculty. If this is done the form must be separated from the survey instrument and will necessitate a change in format.

3. The institution's desire to use an 8 1/2 by 11-inch survey instrument. A reformatting of the descriptive portion of the instrument is required if an 8 1/2 by 11-inch size is used.

How these format changes are made is an institutional decision. The numbers of possible variations are too numerous to attempt to delineate in this document. The institution using the instrument must decide how the instrument will be formulated but should also keep in mind the importance of maintaining an attractive and easily completed instrument.

The remaining pages of Appendix A contain (1) the entire survey instrument reduced to 8 1/2 by 11 inches, (2) a full-size reproducible copy of the data collection form, and (3) a full-size reproducible copy of the additional information and fiscal reference block.

SURVEY INSTRUMENT

FACULTY ACTIVITY AND OUTCOME SURVEY

Name_____ Date_____ Academic Term_____

Please address any questions to_____ Phone_____

Upon completion, please detach the form and send it to_____

Purpose of Survey

Use this space for describing the purpose of the survey and how the collected data will be used.

PLEASE READ THE INSTRUCTIONS ON PAGES 2 AND 5 BEFORE YOU COMPLETE THE FORM.

A sample form is included on pages 6 and 7.

GENERAL INSTRUCTIONS

This survey asks you to estimate the average hours per week that you spend this term engaged in different types of activity. It then asks you to estimate the percentage contribution of these hours to the outcomes of the institution. Please read the acivity definitions and examples for each activity as you complete the survey.

Before completing the form, you might find it helpful to make an initial estimate of the average number of hours you spend each week in this term engaged in professional activities. Making this estimate might help you divide your time into the remaining sections of the survey instrument.

SECTION A: TEACHING ACTIVITIES

A.1 Scheduled Teaching: All activities related to courses (degree and nondegree, credit and noncredit, day or evening) given in the current term. These activities would include:

- Meeting informally with course participants
- Supervising these courses
- Meeting scheduled classes
- Grading
- Reading student papers
- Supervising teaching assistants
- Tutoring
- Supervising independent study
- Giving remedial help to course participants
- Supervising laboratories
- Evaluating students
- Contacting guest lecturers
- Preparing lectures
- Preparing media

Instructions for Columns (a) through (j)

(a) Do not complete this column. This column will be used to assign a discipline code to each course.
(b) Enter the department, college, or other unit designation under which the course is taught.
(c) Enter the number or other designation for the course and section.
(d) Enter the number of students enrolled and code (R) if course material is remedial (below college level) or (E) if it is extension (principally directed toward nonmatriculated students).
(e) Enter the number of student credit hours given for course. In the case of variable credit, give the credit hour range.
(f) Enter the method of instruction as coded below. When multiple methods are used, list them in order of importance.
(g) Enter the scheduled contact hours/week.
(h) Enter the average hours/week of unscheduled contact with students in course.
(i) Enter the average hours/week spent in preparing and arranging the activities of the current course.
(j) Enter the total average hours/week [sum of columns (g), (h), and (1) in Section A.1].

Method of Instruction Column (f)

Code	Method	Definition
A	Lecture	Formal presentation—primarily one-way communication
B	Laboratory	Instructing, preparing, and supervising student investigations
C	Recitation/Discussion	Two-way communication of course materials
D	Seminar	Students carry the major responsibility for preparation
E	Independent Study	Students work independently with only minimal faculty direction
F	Tutorial	Students work one-to-one with the instructor
G	Programmed Instruction	Course contents presented through programed materials

A.2 Unscheduled Teaching: Teaching not associated with the specific courses listed in A.1. For example:

- Thesis committee participation
- Thesis advising
- Discussions with colleagues about teaching
- Guest lecturing in another faculty member's course
- Giving seminars within the institution

A.3 Academic Program Advising: Giving advice to students concerning course scheduling and academic programs. Not to be confused with counseling that is included in C.1.

A.4 Course and Curriculum Research and Development: Developing and preparing for future courses. For example:

- Preparing course outlines
- Developing book lists
- Evaluating courses
- Devising new instructional materials
- Revising existing materials
- Planning summer or intersession programs
- Developing department curriculum requirements
- Evaluating teaching effectiveness and planning changes

Level Codes Column (p)

Code	Description	Code	Description
A	Preparatory	E	Upper division and graduate
B	Lower division	F	Graduate
C	Upper division	G	Professional
D	Undergraduate	H	Other

NAME _____ I.D. OR SOCIAL SECURITY NO. _____

FOR INSTITUTIONAL USE

ADDITIONAL INFORMATION BLOCK										FISCAL REFERENCE BLOCK						
INSTITUTION	TERM	TENURE	YEARS AT INSTITUTION	YEARS IN RANK	PRINCIPAL DEPARTMENT	ADMINISTRATION RANK	FACULTY RANK	LENGTH OF APPOINTMENT		REF. COL.	FTE	ACCOUNT TITLE	UNIT	PCS CODE	ACCOUNT NUMBER	SALARY DOLLARS

INITIAL ESTIMATE OF YOUR OVERALL AVERAGE HOURS PER WEEK

SECTION A: TEACHING ACTIVITIES										(j) AVERAGE HOURS PER WEEK	PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES				
A.1 SCHEDULED TEACHING											(k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ART FORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COMBINATION OF (k) + (l) + (m) %	(o) FISCAL REFERENCE DO NOT WRITE IN THIS COLUMN
(a) REGIS Do not write in this column	(b) DEPT. UNIT	(c) COURSE & SECTION *	(d) SECTION Enrollment	(d) SECTION Code R if Remedial E if Extension	(e) CREDIT HOURS	(f) METHOD OF INSTRUCTION	(g) FORMAL CONTACT HOURS	(h) OTHER CONTACT HOURS	(i) PREPARATION & ADMINISTRATION	(g) + (h) + (i) = (j)					
					SUBTOTAL										

Tear Here

	(p) LEVEL	(q) ACTIVITY DESCRIPTION						
A.2 UNSCHEDULED TEACHING								
A.3 ACADEMIC PROGRAM ADVISING								
A.4 COURSE AND CURRICULUM RES. & DEVELOP.								
		SUBTOTAL						

OUTCOME DEFINITION

This section of the form allows you to indicate what outcomes your activities principally benefit. Please try to make a rough estimate of the percentage distribution for each of your activities to the followng outcomes:

(k) Student Growth and Development: Results and benefits of activities that contribute to enhancing personal, social, academic and/or career aspects of students who are registered in the institution.

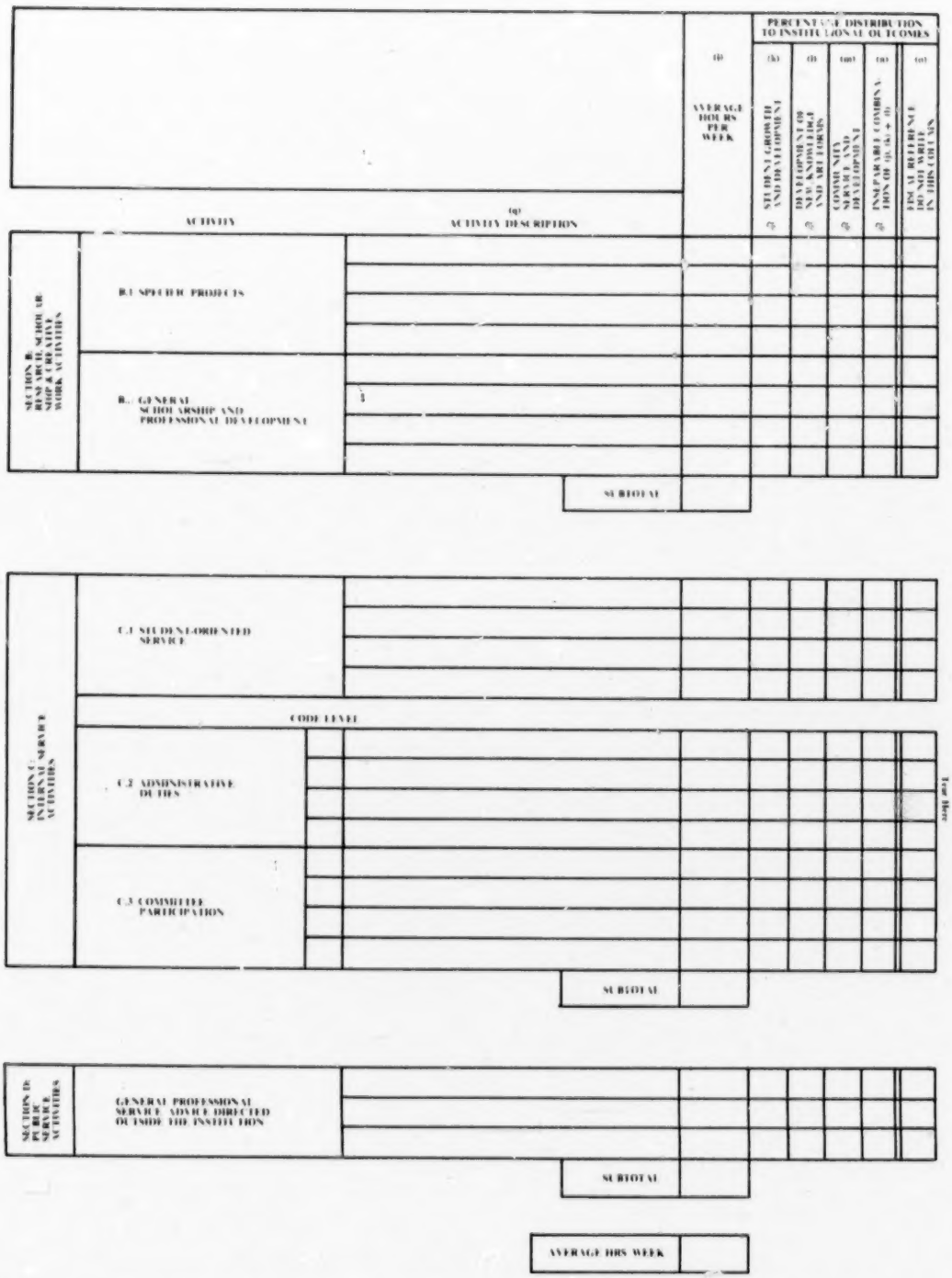
(l) Development of New Knowledge and Art Forms: Results and benefits of activities that contribute to the development, storage, utilization, and/or appreciation of knowledge and art in society.

(m) Community Service and Development: Results and benefits of activities that contribute to educational growth in and provide short- or long-term utility to the non-academic community.

(n) Inseparable Combination of (k) + (l) + (m): Results and benefits of activities that contribute to student growth and development, creation of new knowledge and art forms, and community service and development and cannot be separated. (It is preferable to separate these if possible.)

COLUMN (O)

(o) Do not complete this column. This column will be used to link account codes to reported activities.


PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES
(b) AVERAGE HOURS PER WEEK
(k) STUDENT GROWTH AND DEVELOPMENT %
(l) DEVELOPMENT OF NEW KNOWLEDGE AND METHODS %
(m) COMMUNITY SERVICE AND DEVELOPMENT %
(n) INCREASED COMBINATIONS OF (k), (l) + (m) %
(o) FISCAL RESERVE DO NOT WRITE IN THIS SPACE %
ACTIVITY
(q) ACTIVITY DESCRIPTION
SECTION B: RESEARCH AND/OR CREATIVE ACTIVITIES WORK ACTIVITIES
B.1 SPECIFIC PROJECTS
B.2 GENERAL SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT
SUBTOTAL
SECTION C: INTERNAL SERVICE ACTIVITIES
C.1 STUDENT-ORIENTED SERVICE
CODE LEVEL
C.2 ADMINISTRATIVE DUTIES
C.3 COMMITTEE PARTICIPATION
SUBTOTAL
SECTION D: PUBLIC SERVICE ACTIVITIES
GENERAL PROFESSIONAL SERVICE ADVICE DIRECTED OUTSIDE THE INSTITUTION
SUBTOTAL
AVERAGE HRS WEEK
Tear Here

LEVEL OF ADMINISTRATIVE AND COMMITTEE ACTIVITIES

Code	Level
1	Department/Unit
2	College/School/Division
3	Campuswide

PLEASE READ THE INSTRUCTIONS ON THIS PAGE AS YOU COMPLETE THE FORM TO THE LEFT

SECTION B: RESEARCH, SCHOLARSHIP, AND CREATE WORK ACTIVITIES

B.1 Specific Projects: Research, scholarship, and creative work activity related to a specific project. For example:

- Departmental research
- Sponsored research
- Performing your professional skill
- Your dissertation research
- Revewing a colleague's research work
- Writing or developing research proposals
- Administering research grants
- Giving recitals
- Maintaining an artistic skill
- Writing articles
- Writing books
- Writing reviews
- Creating new art forms
- Exhibitions

B.2 General Scholarship and Professional Development: All research, scholarship, and creative work activities related to keeping current in a professional field. For example:

- Reading articles and books related to your profession
- Officer in a professional society
- Attending professional meetings
- Attending seminars
- Research-related discussion with colleagues
- Editor of a journal

SECTION C: INTERNAL SERVICE ACTIVITIES

This section includes activities related to general contact with students, to professional responsibilities within other organizational units within the institution, and to fulfilling institutional requests.

C.1 Student-oriented Service: For example:

- Personal, career, and financial counseling
- Preparing recommendations
- Participation in social interaction
- Recruiting students
- Sponsoring student organizations
- Meeting with parents
- Attending student recitals
- Coaching intramural or intercollegiate athletics
- Directing the band, orchestra, student plays, debate team, or any other student group

C.2 Administrative Duties: For example:

- Performing the duties of a department chairman, dean, vice-president or any other administrative position
- Administering personnel policies
- Faculty service reports and questionnaires
- Keeping records
- Preparing minutes
- Writing and answering memoranda
- Assigning faculty course loads
- Preparing budgets
- Gathering data
- Helping during registration
- Interviewing candidates for faculty positions
- Escorting visitors
- Recruiting faculty
- Advising on library purchases
- Recruiting students

C.3 Committee Participation. For example:

- Admission committees
- Departmental meetings
- Faculty senate
- Planning committees
- Budget committees

Code the level of these activities as described at the foot of the form.

SECTION D: PUBLIC SERVICE ACTIVITIES

This section includes activities that are directed outside the institution [except for those associated with community education (extension instruction), which should be included in A.1.].

General Professional Services/Advice Directed Outside the Institution: Activities meant to benefit the community outside the institution. For example:

- Consulting
- Advising
- Professionally performing as in plays, orchestras
- Community training grants
- Patient care
- Lectures or seminars for the public
- Agricultural extension
- Urban extension

NAME _____ I.D. OR SOCIAL SECURITY NO. _____

FOR INSTITUTIONAL USE

SECTION A: TEACHING ACTIVITIES

A. 1 SCHEDULED TEACHING

(a) HEGIS Do not write in this column	(b) DEPT. UNIT	(c) COURSE & SECTION *	(d) SECTION Enrollment	(d) SECTION Code R if Remedial E if Extension	(e) CREDIT HOURS	(f) METHOD OF INSTRUCTION	(g) + (h) + (i) = (j) (g) FORMAL CONTACT HOURS	(h) OTHER CONTACT HOURS	(i) PREPARATION & ADMINISTRATION	(j) AVERAGE HOURS PER WEEK	PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES (k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ART FORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COMBINATION OF (k) + (l) + (m) %	(o) FISCAL REFERENCE DO NOT WRITE IN THIS COLUMN
	CHEM	424-1	17	E	3	D	3	3	5.5	11.5	100				
	CHEM	425-1	74		1	A	2	3	1.0	6.0	100				
	CHEM	425-4	17		3	B/C	3	4	5.0	12.0	85	15			
	CHEM	491	8		1	E	2	4	2.5	8.5	60	30	10		
					SUBTOTAL					38.0					

Tear Here

	(p) LEVEL	(q) ACTIVITY DESCRIPTION						
A.2 UNSCHEDULED TEACHING	G	Student Discussion		100				
A.3 ACADEMIC PROGRAM ADVISING	E	Graduate Student Advising	2.0	100				
	B	Entering Freshmen Advising	1.5	100				
A.4 COURSE AND CURRICULUM RES. & DEVELOP.		Course Outline-Solid Polymers Course	1.5	70	30			
		SUBTOTAL	5.0					

ACTIVITY	(q) ACTIVITY DESCRIPTION	(l) AVERAGE HOURS PER WEEK	PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES (k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF KNOWLEDGE AND ARTFORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSERVABLE COMBINATION OF (k) (l) + (l) %	(o) FISCAL REFERENCE DO NOT WRITE IN THIS COLUMN
SECTION B: SPECIFIC SCHOLARSHIP & CREATIVE WORK ACTIVITIES — B.1 SPECIFIC PROJECTS	Institute for Materials Research	5.5	40	60			
	NSF 02165	4.0	50	50			
	Writing P Chem. Text	1.0	50	50			
B.2 GENERAL SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT	Reading Journals & Papers	4.0	50			50	
	Attending Professional Meetings	.5				100	
	SUBTOTAL	15					

ACTIVITY	CODE LEVEL	(q) ACTIVITY DESCRIPTION	(l) AVERAGE HOURS PER WEEK	(k) %	(l) %	(m) %	(n) %	(o)
SECTION C: INTERNAL SERVICE ACTIVITIES — C.1 STUDENT-ORIENTED SERVICE								
C.2 ADMINISTRATIVE DUTIES	1	Completing Forms	.5				100	
C.3 COMMITTEE PARTICIPATION	3	Pres. Candidate Selec. Comm.	1.5				100	
	1	Fac. Candidate Review Comm.	1.5				100	
		SUBTOTAL	3.5					

Total Here

SECTION D: PUBLIC SERVICE ACTIVITIES — GENERAL PROFESSIONAL SERVICE ADVICE DIRECTED OUTSIDE THE INSTITUTION	Consulting to NIH	1.5		100			
	SUBTOTAL	1.5					

AVERAGE HRS WEEK	63

COMMENTS

DATA COLLECTION FORM

NAME _____ I.D. OR SOCIAL SECURITY NO. _____

Tear Here

SECTION A: TEACHING ACTIVITIES																	
A. 1 SCHEDULED TEACHING																	
(a) HEGIS Do not write in this column	(b) DEPT. UNIT	(c) COURSE & SECTION #	(d) SECTION		(e) CREDIT HOURS	(f) METHOD OF INSTRUC-TION	(g) + (h) + (i) = (j)			(j) AVERAGE HOURS PER WEEK	PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES						
			Enroll-ment	Code R if Remedial E if Extension			(g) FORMAL CONTACT HOURS	(h) OTHER CONTACT HOURS	(i) PREPAR-ATION & ADMIN-ISTRATION		(k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ART FORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COM-BINATION OF (k) + (l) + (m) %		(o) FISCAL REFERENCE DO NOT WRITE IN THIS COLUMN
					SUBTOTAL												

	(p) LEVEL	(q) ACTIVITY DESCRIPTION							
A.2 UNSCHEDULED TEACHING									
A.3 ACADEMIC PROGRAM ADVISING									
A.4 COURSE AND CURRICULUM RES. & DEVELOP.									
		SUBTOTAL							

ACTIVITY	(q) ACTIVITY DESCRIPTION	(i) AVERAGE HOURS PER WEEK	PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES (k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ARTFORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COMBINATION OF (j), (k) + (l) %	(o) FISCAL REFERENCE DO NOT WRITE IN THIS COLUMN
SECTION B: RESEARCH, SCHOLARSHIP & CREATIVE WORK ACTIVITIES	B.1 SPECIFIC PROJECTS						
	B.2 GENERAL SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT						
	SUBTOTAL						
SECTION C: INTERNAL SERVICE ACTIVITIES	C.1 STUDENT-ORIENTED SERVICE						
	CODE LEVEL						
	C.2 ADMINISTRATIVE DUTIES						
	C.3 COMMITTEE PARTICIPATION						
	SUBTOTAL						
SECTION D: PUBLIC SERVICE ACTIVITIES	GENERAL PROFESSIONAL SERVICE ADVICE DIRECTED OUTSIDE THE INSTITUTION						
	SUBTOTAL						

Tear Here

AVERAGE HRS WEEK	

ADDITIONAL INFORMATION AND FISCAL REFERENCE BLOCK

ADDITIONAL INFORMATION BLOCK									FISCAL REFERENCE BLOCK							
INSTITUTION	TERM	TENURE	YEARS AT INSTITUTION	YEARS IN RANK	PRINCIPAL DEPARTMENT	ADMINISTRATION RANK	FACULTY RANK	LENGTH OF APPOINTMENT	REF. COL.	FTE	ACCOUNT TITLE	UNIT	PCS CODE	ACCOUNT NUMBER	SALARY DOLLARS

APPENDIX B

DEVELOPMENT OF THE SURVEY INSTRUMENT

The survey instrument was developed over approximately a two-year period. Most of the previously developed instruments and research studies were evaluated by the NCHEMS staff and the FAA Task Force. The result of these evaluations was a survey instrument that appeared to possess the better features of many of the previous instruments and that could serve as a general activity survey instrument for a wide variety of institutions. The instrument was pre-pilot tested during the summer of 1972 by thirty faculty in each of five institutions. The participating faculty and representatives from the pilot test institutions recommended that the instructions for the instrument be considerably reduced and that some of the activity and outcomes categories be combined. The recommended changes were incorporated into the version of the instrument that was pilot tested by approximately 1,200 faculty in the fall academic term of 1972. After evaluating the pilot study, two additional changes were made to the instrument. Several of the activity categories were combined into administrative duties, and the outcomes categories were condensed by eliminating general institutional service and personal professional growth. These two outcome categories were not considered ultimate institutional outcomes, and including them obscured the distribution of activities to the ultimate outcomes of the institution.

The following is a response by Michigan State University faculty to the pilot-tested version of the survey instrument. The responses and comments of the faculty may help an institution in anticipating the types of problems faculty will have in completing the survey. The questionnaire is separately displayed for Justin Morrill College, the Department of Electrical Engineering, and the College of Communication Arts. Please note that the responses in the College of Communication Arts are those of the graduate assistants.

RESPONSES TO QUESTIONS ON
NCHEMS' FACULTY ACTIVITY AND OUTCOME SURVEY:
INSTRUMENT CRITIQUE--FACULTY

MICHIGAN STATE UNIVERSITY
(Justin Morrill College)

RESPONDENTS

4 Professors
4 Associate Professors
10 Assistant Professors
8 Instructors
26 Total

SECTION I: ACTIVITY CATEGORIES

1. IN GENERAL, DID YOU FIND THE DEFINITIONS OF THE ACTIVITY CATEGORIES UNDERSTANDABLE?

25* Yes
1 No

IF NOT, WHICH ONES WERE NOT CLEAR AND WHY?

There seemed to be some crossover--difficult to separate.

2. ARE THE ACTIVITY CATEGORIES LISTED ON THE INSTRUMENT THOSE WHICH ARE MOST IMPORTANT TO YOU?

22 Yes
3 No
1 Omit

*Figures on the left indicate number of respondents unless noted otherwise.

3. DO THE "METHODS OF INSTRUCTION" USED IN THE SCHEDULED TEACHING SECTION ADEQUATELY DESCRIBE THE GENERAL INSTRUCTIONAL METHODS YOU UTILIZE?

20 Yes
4 No
2 Omit

4. WHAT IS YOUR ESTIMATE OF YOUR TOTAL AVERAGE WORK HOURS PER WEEK?

2 21-40 hours
5 41-50 "
4 51-60 "
9 61-70 "
3 71-80 "
2 81-90 "
1 91-100 "

DOES YOUR ESTIMATE OF TOTAL HOURS PER AVERAGE WEEK APPEAR TO BE REALISTIC?

23 Yes
2 No
1 Omit

SECTION II: PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES

5. ARE THE CATEGORIES OF INSTITUTIONAL OUTCOMES MEANINGFUL TO YOU?

16 Yes
9 No
1 Omit

6. HOW DIFFICULT WAS IT FOR YOU TO DISTRIBUTE YOUR HOURS ON A PERCENTAGE BASIS TO THE VARIOUS OUTCOME CATEGORIES?

10 Difficult
12 Not difficult
3 Cannot tell
1 Omit

SECTION III: COMPLETING THE SURVEY INSTRUMENT

7. HOW LONG DID IT TAKE YOU TO READ AND UNDERSTAND THE INSTRUCTIONS AND DEFINITIONS, AND FILL OUT THIS QUESTIONNAIRE?

2	0.50 hours
2	0.75 "
5	1.00 "
6	1.25 "
6	1.50 "
1	1.75 "
3	2.00 "
1	Omit

8. IN ORDER TO BEST DESCRIBE YOUR ACTIVITIES DURING A GIVEN TERM, WHEN DURING THE TERM SHOULD THIS SURVEY BE CONDUCTED?

0	At the beginning
7	At mid-term
18	Just prior to the end of the term
1	Other

9. WHAT ARE SOME WAYS OF GETTING A REALISTIC DESCRIPTION OF YOUR ACTIVITIES?

3	Sending questionnaire directly to faculty without advance notification
17	A faculty should be notified in advance to keep calendar <u>with</u> knowledge of the form
3	A faculty should be notified in advance to keep calendar <u>without</u> knowledge of the form
1	Other (don't know)
2	Omit

10. HOW FREQUENTLY SHOULD THIS TYPE OF FORM BE ADMINISTERED?

13 Once a year
0 Quarterly
9 Other--Every 4 years
--As infrequently as possible
--As needed, when necessary
--Once every few years
--Biannually
--Only as required to keep intruders at bay
2 Never
2 Omit

11. HOW WOULD YOU PROPOSE TO HELP VALIDATE THIS QUESTIONNAIRE?

10 Faculty are responsible for completing the form, thus it needs no further action
1 Have unit administrator review it
5 Have faculty committee from the unit or college review it
3 Have dean of the college review it
6 Other
3 Omit

12. HOW WOULD YOU RECOMMEND THIS FORM BE USED?

6 Personal communication to department chairman and/or dean
2 Consideration of salary
2 Consideration of promotion
2 Consideration of tenure
3 Basis for future assignment
16 Institutional communication to legislature
12 Individual data should not be used, only aggregates of data
2 Other
1 Omit

13. WHAT ARE SOME WAYS IN WHICH YOU THINK THE INSTRUCTION BOOKLET COULD BE IMPROVED?

Instruction booklet pretty adequate*

Apply to entire year--not one term

It is probably impossible to "improve" such a misconceived "survey": Who can really estimate how this time and thought is divided, or who can insure the honesty of even the guesswork?

There is no average week. What about a log form?

Can't think of any

---

*Relatively high frequency.

14. HOW WOULD YOU IMPROVE THE SURVEY INSTRUMENT ITSELF?

First decide what purpose it serves, then communicate findings to the respondents

Some additional categories specifically appropriate to the special activities of a residential college; e.g., team teaching, unusual course arrangements, community building activities with other faculty and students

Insufficient knowledge of the field

This is a pretty good instrument

Don't know

RESPONSES TO QUESTIONS ON
NCHEMS' FACULTY ACTIVITY AND OUTCOME SURVEY:
INSTRUMENT CRITIQUE--FACULTY

MICHIGAN STATE UNIVERSITY
(Department of Electrical Engineering)

RESPONDENTS

3 Professors
4 Associate Professors
7 Assistant Professors

14 Total

SECTION I: ACTIVITY CATEGORIES

1. IN GENERAL, DID YOU FIND THE DEFINITIONS OF THE ACTIVITY CATEGORIES UNDERSTANDABLE?

12 Yes
1 No
1 Omit

2. ARE THE ACTIVITY CATEGORIES LISTED ON THE INSTRUMENT THOSE WHICH ARE MOST IMPORTANT TO YOU?

12 Yes
2 No

3. DO THE "METHODS OF INSTRUCTION" USED IN THE SCHEDULED TEACHING SECTION ADEQUATELY DESCRIBE THE GENERAL INSTRUCTIONAL METHODS YOU UTILIZE?

13 Yes
1 No

4. WHAT IS YOUR ESTIMATE OF YOUR TOTAL AVERAGE WORK HOURS PER WEEK?

1	31-40 hours
4	41-50 "
3	51-60 "
4	61-70 "
2	Omit

DOES YOUR ESTIMATE OT TOTAL HOURS PER AVERAGE WEEK APPEAR TO BE REALISTIC?

12	Yes
1	No
1	Omit

SECTION II: PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES

5. ARE THE CATEGORIES OR INSTITUTIONAL OUTCOMES MEANINGFUL TO YOU?

9	Yes
4	No
1	Omit

6. HOW DIFFICULT WAS IT FOR YOU TO DISTRIBUTE YOUR HOURS ON PERCENTAGE BASIS TO THE VARIOUS OUTCOME CATEGORIES?

9	Difficult
4	Not difficult
1	Cannot tell

SECTION III: COMPLETING THE SURVEY INSTRUMENT

7. HOW LONG DID IT TAKE YOU TO READ AND UNDERSTAND THE INSTRUCTIONS AND DEFINITIONS, AND FILL OUT THIS QUESTIONNAIRE?

4	0.50 hours
0	0.75 "
2	1.00 "
0	1.25 "
2	1.50 "
0	1.75 "
4	2.00 "
0	2.25 "
1	2.50 "
1	> 2.50 "

8. IN ORDER TO BEST DESCRIBE YOUR ACTIVITIES DURING A GIVEN TERM, WHEN DURING THE TERM SHOULD THIS SURVEY BE CONDUCTED?

0 At the beginning
1 At mid-term
11 Just prior to the end of the term
2 Other -- Never

9. WHAT ARE SOME WAYS OF GETTING A REALISTIC DESCRIPTION OF YOUR ACTIVITIES?

3 Sending questionnaire directly to faculty without advance notification

8 A faculty should be notified in advance to keep calendar <u>with</u> knowledge of the form

0 A faculty should be notified in advance to keep calendar <u>without</u> knowledge of the form

3 Other--Any of the above should do
--Suggest you get less vague form
--You read a calendar kept by faculty

1 Omit

10. HOW FREQUENTLY SHOULD THIS TYPE OF FORM BE ADMINISTERED?

7 Once a year
3 Quarterly
3 Other -- Depends on its purpose and impact
-- Higher accuracy requires higher frequency
2 Omit

11. HOW WOULD YOU PROPOSE TO HELP VALIDATE THIS QUESTIONNAIRE?

6 Faculty are responsible for completing the form, thus it needs no further action
3 Have unit administrator review it
2 Have faculty committee from the unit or college review it
0 Have dean of the college review it
3 Other--Not possible
--If there is a question, the faculty member and his department chairman can try to resolve it
2 Omit

12. HOW WOULD YOU RECOMMEND THIS FORM TO BE USED?

5 Personal communication to department chairman and/or dean
1 Consideration of salary
1 Consideration of promotion
0 Consideration of tenure
3 Basis for future assignment
3 Institutional communication to legislature
5 Individual data should not be used, only aggregates of data
4 Other

13. WHAT ARE SOME WAYS IN WHICH YOU THINK THE INSTRUCTION BOOKLET COULD BE IMPROVED:

Forget it

Seems okay

I don't think this evaluation gives an accurate evaluation of one's research and publications

14. HOW WOULD YOU IMPROVE THE SURVEY INSTRUMENT ITSELF?

Follow up with personal contact between chairman and faculty member

RESPONSES TO QUESTIONS ON
NCHEMS' FACULTY ACTIVITY AND OUTCOME SURVEY:
INSTRUMENT CRITIQUE--GRADUATE ASSISTANTS

MICHIGAN STATE UNIVERSITY
(College of Communication Arts)

RESPONDENTS

1	Assistant Instructor
43	Graduate Assistants
2	Other
46	Total

SECTION I: ACTIVITY CATEGORIES

1. IN GENERAL, DID YOU FIND THE DEFINITIONS OF THE ACTIVITY CATEGORIES UNDERSTANDABLE?

35	Yes
11	No

2. ARE THE ACTIVITY CATEGORIES LISTED ON THE INSTRUMENT THOSE WHICH ARE MOST IMPORTANT TO YOU?

35	Yes
9	No
2	Omit

3. DO THE "METHODS OF INSTRUCTION" USED IN THE SCHEDULED TEACHING SECTION ADEQUATELY DESCRIBE THE GENERAL INSTRUCTIONAL METHODS YOU UTILIZE?

39	Yes
7	No

4. WHAT IS YOUR ESTIMATE OF YOUR TOTAL AVERAGE WORK HOURS PER WEEK?

8	0-10 hours	2	61-70 hours
7	11-30 "	1	71-80 "
8	21-30 "	2	81-90 "
1	31-40 "	0	91-100 "
5	41-50 "	1	Over 100 "
6	51-60 "	5	Omit

DOES YOUR ESTIMATE OF TOTAL HOURS PER AVERAGE WEEK APPEAR TO BE REALISTIC?

31	Yes
8	No
7	Omit

SECTION II: PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES

5. ARE THE CATEGORIES OF INSTITUTIONAL OUTCOMES MEANINGFUL TO YOU?

25	Yes
18	No
3	Omit

6. HOW DIFFICULT WAS IT FOR YOU TO DISTRIBUTE YOUR HOURS ON A PERCENTAGE BASIS TO THE VARIOUS OUTCOMES CATEGORIES?

21	Difficult
20	Not difficult
5	Cannot tell

SECTION III: COMPLETING THE SURVEY INSTRUMENT

7. HOW LONG DID IT TAKE YOU TO READ AND UNDERSTAND THE INSTRUCTIONS AND DEFINITIONS, AND FILL OUT THIS QUESTIONNAIRE?

13	0.50 hours	2	1.50 hours
8	0.75 "	1	1.75 "
10	1.00 "	2	2.00 "
4	1.25 "	1	Omit

8. IN ORDER TO BEST DESCRIBE YOUR ACTIVITIES DURING A GIVEN TERM, WHEN DURING THE TERM SHOULD THIS SURVEY BE CONDUCTED?

0 At the beginning
6 Mid-term
37 Just prior to the end of the term
2 Other--After at least a year on the job
1 Omit

9. WHAT ARE SOME WAYS OF GETTING A REALISTIC DESCRIPTION OF YOUR ACTIVITIES?

16 Sending questionnaire directly to faculty without advance notification

22 A faculty should be notified in advance to keep calendar <u>with</u> knowledge of the form

3 A faculty should be notified in advance to keep calendar <u>without</u> knowledge of the form

5 Other--I really do not appreciate this form as a means of getting a realistic description of my activities

10. HOW FREQUENTLY SHOULD THIS TYPE OF FORM BE ADMINISTERED?

20 Once a year
14 Quarterly
9 Other--At the end of spring quarter
--Fall and spring
--Depends upon research goals
1 Never
2 Omit

11. HOW WOULD YOU PROPOSE TO HELP VALIDATE THIS QUESTIONNAIRE?

17 Faculty are responsible for completing the form, thus it needs no further action

8 Have unit administrator review it

4 Have faculty committee from the unit or college review it

1 Have dean of the college review it

11 Other--Have students review it
--Use sub-sample

5 Omit

12. HOW WOULD YOU RECOMMEND THIS FORM TO BE USED?

17 Personal communication to department chairman and/or dean
2 Consideration of salary
3 Consideration of promotion
1 Consideration of tenure
10 Basis for future assignment
11 Institutional communication to legislature
25 Individual data should not be used, only aggregates of data
3 Other--To evaluate the department or college activities, not the individual
--I cannot imagine any usefulness-therefore, I would not recommend
2 Omit

13. WHAT ARE SOME WAYS IN WHICH YOU THINK THE INSTRUCTION BOOKLET COULD BE IMPROVED?

None--it was OK!
Color code
Delete percentage distribution to institutional outcomes

14. HOW WOULD YOU IMPROVE THE SURVEY INSTRUMENT ITSELF?

Not relevant to graduate assistant

Place a list distribution of grades given in course taught

Give background for reason for study, especially concerning "percentage distribution to institutional outcomes"

Use different form for graduate assistant

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Lorents, Alden C. Project PRIME Report #6, Faculty Activity and Planning Models in Higher Education. June, 1971. (Project PRIME Resource Coordinated by the Minnesota Higher Education Coordinating Commission.)

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